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ABSTRACT

The National Humanities Faculty (NHF) was established by the National Endowment for the Humanities in 1968 to improve the teaching of the humanities in the American schools. To fulfill its obligation, the NHF conducts a program in which humanists--university professors, creative artists, and others--work with selected schools who have applied for help. The NHF currently operates two kinds of programs for the schools, Individual Projects and Thematic Projects. These are reported on for the period 1972-73, as are the NHF Why Series, and Working Papers. A projection of the population upon whom the impact of NHF work has been directly felt is presented, as is a report of the means and forms of evaluation which have taken place. The following appendices constitute the remaining half of the report: Members of the National Humanities Faculty Board of Trustees; NHF Individual Projects and Faculty Who Served 1972-73; Schools Participating in The Questions of Authority Project and Faculty Members for The Questions of Authority Project; NHF Why Series; NHF Working Papers; Distribution of Applications and Inquiries; Excerpts from Teacher and Faculty Reports; Statistical Analysis of Question Authority Space Questionnaire; and Staff Personnel. (Author/KSM)

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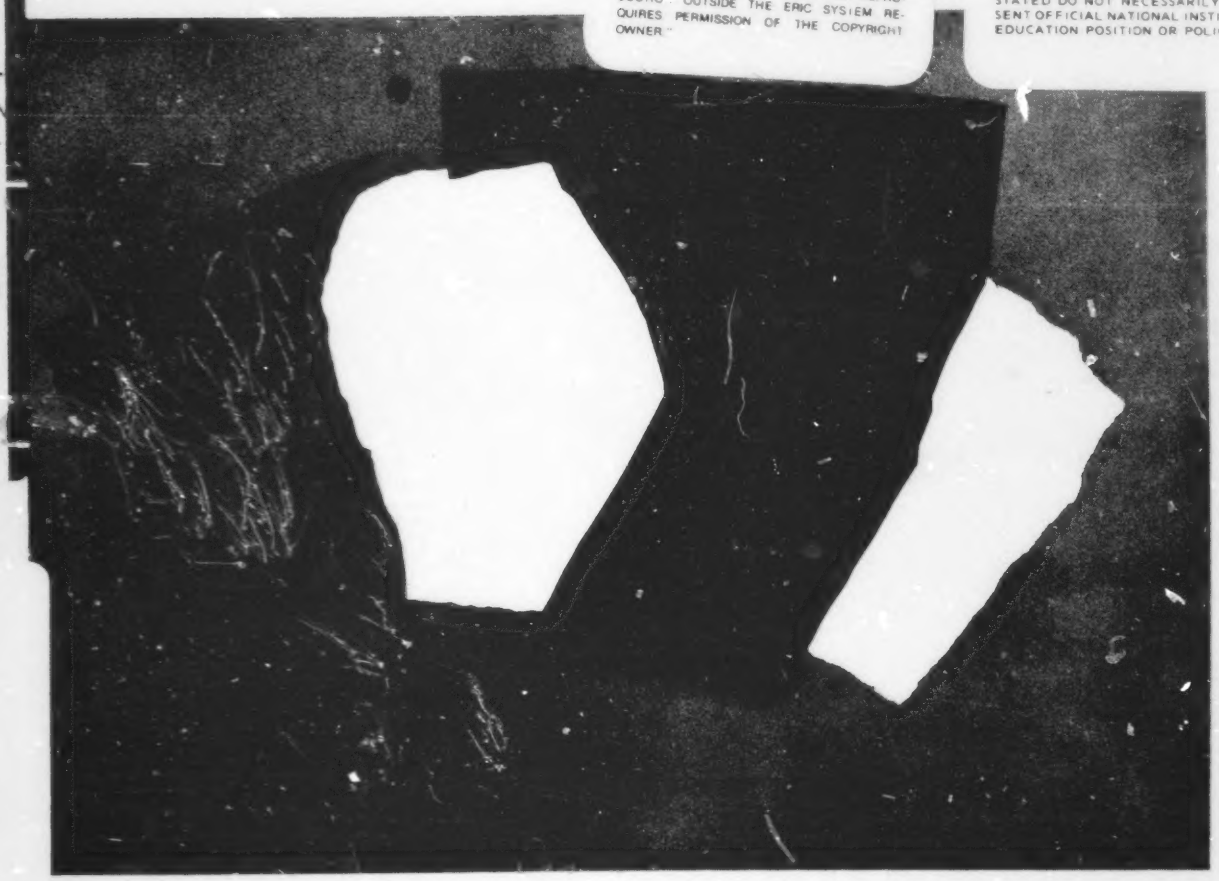

NATIONAL HUMANITIES FACULTY
ANNUAL REPORT 1972-1973

ANNUAL REPORT

NATIONAL HUMANITIES FACULTY

1972-1973

"I am convinced that the most effective curriculum change must come from projects such as this one which emphasizes maximum teacher participation."

Paul Donovan, Teacher
Silver Lake Regional High School

"NHF here has acted as a catalyst--helping to make things happen, to overcome the confusion and inertia that stand in the way of educational reform."

John Anthony Scott, Rutgers University, on his visit to Sylvania High School South

ANNUAL REPORT

NATIONAL HUMANITIES FACULTY

1972-1973

Submitted by:

Arleigh D. Richardson III, Director
National Humanities Faculty

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National Humanities Faculty
1266 Main Street
Concord, Massachusetts

CONTENTS

		PAGE
I -	BACKGROUND	1
II -	SUMMARY OF RECENT ACHIEVEMENTS	6
III, A -	INDIVIDUAL PROJECTS	14
III, B -	THEMATIC PROJECT: THE QUESTION OF AUTHORITY	48
III, C -	NHF WHY SERIES	50
III, D -	NHF WORKING PAPERS	51
III, E -	POPULATION AFFECTED	52
III, F -	EVALUATION	54
IV -	FUNDING	56

APPENDICES

APPENDIX A:	Members of the National Humanities Faculty Board of Trustees	57
APPENDIX B:	NHF Individual Projects and Faculty Who Served 1972-1973	58
APPENDIX C:	Participating Schools The Question of Authority Project	64
	Faculty Members for The Question of Authority Project	65
APPENDIX D:	NHF Why Series	67
APPENDIX E:	NHF Working Papers	68
APPENDIX F:	Distribution of Applications and Inquiries	73
APPENDIX G:	Excerpts from Teacher and Faculty Reports	74
APPENDIX H:	Statistical Analysis of Question Authority Impact Questionnaire	85
APPENDIX I:	Staff Personnel	89

I - BACKGROUND

The National Humanities Faculty was established by the National Endowment for the Humanities in 1968 to improve the teaching of the humanities in the American schools. To fulfill its obligation, the NHF conducts a program in which visiting humanists--university professors, creative artists, and others--work with selected schools who have applied for help. Essentially, the NHF makes possible formal and informal situations in which school teachers and more experienced humanists can share their common concerns with humanistic values as the bedrock of the educational process and come to grips with the problems of handling the humanistic disciplines in today's schools.

From the beginning, the NHF (while recognizing the importance of the "how" in teaching) has emphasized the primacy of content, the "what." It has mounted an attack on the softness of much that passes for humanities education in curricula. In schools and at public meetings, Faculty and staff constantly remind their audiences that content is, after all, the center of a good program in the humanities, that it is, in fact, the major humanizing component of any curriculum. Without degrading technique, Faculty and staff insist that method be hardheadedly viewed as a means to more effective communication, that sound method must be based on sound content, the real meaning of the humanities. Because so many school people feel themselves to be the fighters in the trenches and clamor for the weapons of method and technique rather than substantive content, the NHF has set itself a delicate and difficult task.

The NHF commenced its work under the auspices of the United Chapters of Phi Beta Kappa, the American Council of Learned Societies, and the American Council on Education. Then, after five years of proven successes with school programs and considerable expansion into new and important areas of assistance, the sponsorship of PBK, ACE, ACLS was deemed no longer necessary. On September 1, 1973, the NHF became an independent nonprofit educational corporation.

The NHF currently operates two kinds of programs for the schools, closely related, but different in organization: Individual Projects and Thematic Projects.

Individual Projects

The first activities of the NHF were what have come to be known as Individual Projects, and it continues to devote about one half of its attention to them. Proposals are received from single schools or from school districts outlining a plan to improve teaching either in an interdisciplinary humanities program or in individual disciplines within the humanities. Each year, the NHF Director, staff, and Board choose the twenty most promising. The NHF provides a maximum of twenty days of Faculty time per year for each project, paying all direct costs for Faculty visits and requiring only that the school provide released time for participating personnel.

Despite what the NHF believes to be the generosity of this arrangement, problems concerning released time and adequate administrative support occasionally arise. Therefore, the NHF has tightened the wording of the school's commitment in its application for acceptance as an Individual Project. When a school's subsequent inability or reluctance to meet these responsibilities severely hampers Faculty effectiveness, the NHF postpones or entirely discontinues other visits. This policy is also followed in Thematic Project schools.

In the Individual Projects initial Faculty work is done at the schools. Reports, additional suggestions, and review of the curriculum continue by mail after the visit. Faculty members work for the most part with relatively small groups of teachers, often informally but always intensively, for four or five days at a time. In the process of imparting fresh perspectives on the humanities and helping teachers strengthen curricula, Faculty do such things as:

a) constructively criticize present curriculum,

b) assist in the development of new courses;

c) contribute ideas on course content and bibliography;

d) hold seminars for teachers in their special areas;

e) teach demonstration classes;

f) promote communication between the school and other local institutions--colleges, museums, etc.

These activities, because they grow out of each school's original plan and develop under the leadership of several Faculty members, vary in degree; nevertheless, all are focused on the humanities and all do occur.

At the same time, a number of more general and equally important things happen. The experience of working together on specific activities like those listed above brings about the following kinds of results:

a) raising teacher morale;

b) encouraging change of outmoded practices;

c) establishing communication between teachers;

d) establishing communication between schools;

e) increasing community respect for the school;

f) reconciling teachers and administrators, school staff and students, school staff and parents.

In addition, the NHF experience makes a profound impression on Faculty members. Surprisingly, a large number of "dispassionate" scholars send unsolicited statements like this one:

> "When an NHF visit goes fairly well it is a totally exhausting and fulfilling experience. One ends up with enormous respect for those teachers who have been able to cope with the incredible demands on time and energy made by high school teaching and still retain some intellectual curiosity and vitality as well as a deep concern and affection for students. In almost every school I have visited I have met at least one or two such people and they revitalize one's faith in education as a great human enterprise. I guess the most frustrating aspect of the experience is that you never feel you've been able to give as much as you get, but perhaps that is the best aspect of the NHF approach: we are learning to visit the schools not as distant experts

but as fellow teachers and I hope that my awareness of how much I am learning enables me to teach a little, too. Personally, I am enormously grateful to the many superb high school teachers whom the NHF has enabled me to know, and to the NHF for making this new kind of experience possible for me." (From the report of John G. Cawelti, Professor of Humanities, University of Chicago, on his visit to Denton High School, Denton, Texas.)

Thus it appears that serving on the National Humanities Faculty is as much a renewal for Faculty members as for school people. The implication is that the NHF may well be having a salutary effect on college teaching.

Thematic Projects

The Five-Year Plan of Development adopted by the NHF Board in December 1971 included the decision to begin a sequence of Thematic Projects. Each theme--a basic concept in the humanities, one with far-reaching applicability in our day--is studied intensively by Faculty members and participating teachers. By building into the school's work in the humanities the knowledge so gained, teachers and administrators bring students to grapple in a serious, intellectual way with one of man's great concerns. This concentrated experience with hard thinking, research, and reading about one theme provides techniques for rigorous examination of other equally crucial concepts. The first theme, initiated in 1972, is "The Question of Authority."

During the first three years of work with Individual Projects, NHF personnel had come to realize that while a highly individualized program was needed in certain schools, others would benefit from the combined effort of a group of schools, each working on its own program, but all programs focusing on a common theme. NHF support covers a three-year span, and each summer brings the participants together in an intensive content-oriented workshop.

In summary, the Thematic Project approach provides:

a) extensive investigation of a great humanistic question;

b) thorough preparation for and follow-up on humanities work in the schools for both teachers and Faculty members by its combination of summer workshops and school-year visits;

c) both the context and the setting for an extensive interchange between teachers from across the country on questions, texts, and related materials of consequence to programs under development;

d) a tested basis for ultimate production of instructional concepts and materials which can be eminently useful to that vast number of teachers who, as a practical matter, will never be able to take a direct part in an NHF project.

Furthermore, it is both hoped and planned that schools in the Thematic Projects, after three years of NHF assistance, will begin to function as resource centers for schools in their areas that want to improve their humanities teaching. If successful, this idea of hub schools will be implemented, when feasible, in Individual Project areas as well.

II - SUMMARY OF RECENT ACHIEVEMENTS

Five years of carefully considered growth culminated in the 1972-73 programs, the most successful in NHF history. The Individual Projects produced, in an unusually high percentage of cases, rewarding experiences for both teachers and Faculty. Continued enthusiasm and growing maturity of thought were evident in the Thematic Project. The number of NHF publications continued to increase, and arrangements were made for the publication of the National Humanities Faculty Why Series. A library of school materials and aids in the humanities was opened at the Concord office and is rapidly becoming an important resource center for the entire Northeast. And an increased effort to disseminate program information began to make the work of the NHF more widely known and understood.

Clearly seedtime has passed, and, for that reason, the NHF's much appreciated sponsorship by PBK, ACE, and ACLS ended on August 31, 1973. The new year was begun by the independent non-profit organization The National Humanities Faculty, Incorporated, operating under a Board of Trustees. Board and staff look forward to a period of growth and exploration while established programs are continued, expanded, and improved.

Faculty

Without the Faculty members there would be no NHF, and certainly the high degree of success recorded in NHF projects is a continuing tribute to both their sensitivity and versatility. The Board and the staff wish to acknowledge and express their deepest appreciation for the wisdom, concern, and generosity of the men and women who have served.

During 1972-73 one hundred nine Faculty members worked with project schools. Sixty-two had not worked with the NHF before. The total number of Faculty members employed in the past five years is now two hundred forty-one, and many have served more than once. These Faculty members represent one hundred and fifty-two different institutions in thirty-three states and Puerto Rico. The NHF adds continually to its Master Faculty List outstanding men and women in a wide variety of fields, identifying significant talent that makes it possible for the NHF to respond intelligently to the wide range of needs expressed by project schools while extending the geographical distribution. The list now includes some one thousand names, from which school assignments are made. These people have been nominated because of their expertise and because of personal qualities that enable them to work well with teachers at the school level.

Individual Projects

Inquiries about the Individual Project program more than doubled during 1972-73, and formal applications increased fifty-seven percent over 1971-72. This dramatic increase indicates that the NHF is now known by a larger segment of the educational public. Project selection has become, and will continue to be, an ever more difficult task for both Board and staff. After careful deliberation, the twenty projects budgeted for 1973-74 were chosen, thus bringing the cumulative total of Individual Projects to seventy-four. (Because many projects involve more than one school, as in a consortium or a school district, the NHF estimates that it has worked with some two hundred schools through this program.)

Each project has been eligible for up to twenty days of Faculty time spent on the initiation or improvement of teaching and curriculum either in a discrete humanistic discipline or in an interdisciplinary humanities program. Moreover, far from being responsive only to needs identified by teachers, Faculty are instrumental in discovering unconsidered fields of study appropriate to the given project, often bringing about significant change in a school's original plan of action.

In addition to directly influencing teachers and curriculum, Individual Projects have been highly successful in increasing the community support of, and rapport with, its schools. For example:

> In Bristol, Connecticut, a geologically valuable site was saved from commercial development as a result of co-operation, initiated by the NHF, between school, local government, and industry.
>
> As a result of NHF work in Pendleton, Oregon, the white community has begun to recognize the value of its Indian population, most of whom had previously lived lives of social invisibility. More importantly, both Indian and Anglo are now joining enthusiastically in planning and carrying out various school functions, most notably the week-long Indian Arts Festival, held during the spring of 1973.
>
> An Appalachian studies program in Columbus, Ohio, created with NHF help, has brought parents into the school in a supportive manner for the first time and has resulted in the neighborhood's recording the greatest percentage increase in school-bond-issue support in the entire city.

During the past year seventy-one Faculty members from a variety of institutions worked at schools in Individual Projects. Of this number, forty-two had not previously served as Faculty. (See Section III, A and Appendix B.)

Thematic Project

During 1972-73, the second school year of work with "The Question of Authority," staff, Faculty, and participating teachers decided that, groundwork for the theme having been started, the next summer workshop would be most useful if it concentrated on a specific subtheme. Therefore, questions related to the individual and authority and to the bases for the development of one's authority as a person were the focus of study at the workshop held at St. Mary's College, Moraga, California. The more tightly defined areas of investigation made possible the use of core texts to which Faculty members brought their varying approaches and expertise.

Teacher enthusiasm for the project remains high: better than seventy percent of those who attended the first workshop returned the second year. Several people from participating schools came at their own or their school's expense when the NHF budget fell short of the number of teachers whose interest and imagination had been captured by the program.

During the past year, the value of bringing together a group of schools has been demonstrated by the real cooperation developed among project schools and between project schools and nearby nonproject schools.

Teachers in the following project schools corresponded actively about subjects central to the theme, and several have exchanged curricular materials for evaluation:

a) Ward Melville High School (Setauket, New York), The Loomis-Chaffee School (Windsor, Connecticut), Ossining High School (Ossining, New York), and North Senior High School (Great Neck, New York);

b) Project Try-Angle (Ipswich High School, Hamilton-Wenham Regional High School, and Pingree School, all in Massachusetts) and Florence Public Schools (Florence, South Carolina);

c) Portsmouth Senior High School (Portsmouth, New Hampshire) and Vergennes Union High School (Vergennes, Vermont);

d) Timberline High School (Lacey, Washington), Newark High School (Newark, California), Vancouver Public Schools (Vancouver, Washington), and Henry D. Sheldon High School (Eugene, Oregon); and

e) Timberline High School, Great Neck North Senior High School, and Irvington High School (Irvington, New York).

Teachers and students from Ward Melville High School (Setauket, N.Y.) and the Florence (S.C.) Public School System visited each other's schools to share ideas and the expertise of the visiting teachers.

A most exciting example of mutual assistance was a meeting of representatives from some one hundred and fifty schools and institutions in the New York City area. The meeting was sponsored by five Thematic Project schools and was held at Ward Melville High School. Not only did the host schools share curricular ideas and insights; they also acted as spokesmen for the NHF as a result of their enthusiasm for "The Question of Authority" project. In response to the effort of these five schools, the NHF sent three Faculty members to participate in the meeting.

Despite the advantageous combination of teacher enthusiasm and growing sophistication of NHF personnel, the very nature of the Thematic Project, both in scope and in duration, has pinpointed the problems unfortunately endemic in the teaching of the humanities. The most serious is the confusion over what the humanities are and, consequently, what they have to offer. Second is the sense of deficiency felt by many teachers not only in the area of pedagogy but most particularly in the area of content.

The NHF has offered some specific assistance in curriculum building, but it continues to believe that its great strength and primary obligation lie in its ability to deal firmly with ideas and course content. Such concentration and the use of people of the highest scholastic caliber can immeasurably help teachers resolve their confusion about the nature and goals of education in the humanities, the necessary first step in the resolution of their pedagogical problems. Under the strong leadership of Dr. William Bennett[1] of Boston University, "The

---

[1]Dr. Bennett, former associate chairman of the project, was chosen to succeed Dean R. James Kaufmann, whose resignation as chairman was accepted with reluctance. Although faced with heavy professional demands on his time, Dean Kaufmann remains keenly interested in the project and consults frequently with project leadership.

Question of Authority" will continue in its third and final year its rigorous insistence on the importance of content. (See Section III, B and Appendix C.)

Concourse

To provide another means of probing the kinds of questions raised in the Thematic Project, the NHF publishes Concourse, a journal containing thoughtful articles written by school people and Faculty members and distributed to the Thematic Project participants. Three limited-edition issues were published in 1972-73.

Why Series

Conceived as an effective means of spreading the message of NHF humanists to the widest possible audience of school people, each booklet in the National Humanities Faculty Why Series records a dialogue between a Faculty member and a high school teacher in which the two confront fundamental questions about specific disciplines. During 1972-73, publishing arrangements were made with Chandler & Sharp Publishers, Inc., Corte Madera, California. Five booklets were published in November 1973, and work has begun on titles scheduled for publication in the Fall of 1974. (See Section III, C and Appendix D.)

Working Papers

When the NHF staff feels that a report from a school or workshop, the transcript of a lecture, or the like would benefit a number of schools, the material is published as an NHF Working Paper. Intended primarily for project schools, the Papers on appropriate occasions are made available to other institutions without charge. To date, seventeen Papers have been published, of which seven appeared in 1972-73. (See Section III, D and Appendix E.)

Wavelength

The distribution of a bimonthly newsletter, "Wavelength," has been continued to keep past and present Faculty and school participants aware of NHF activities and to inform them of useful materials (publications, films, opportunities for summer study, etc.). "Wavelength" has opened and maintained many lines of direct and cross communication and is of major importance in furthering the effectiveness of ongoing projects. Five issues are printed each year.

Library

Midway through 1972-73, the NHF opened its resource center of materials on the humanities. Response has been encouraging.

More than one hundred educators from throughout the New England area and beyond visited the facility in the first five months of operation to study and evaluate materials. The NHF plans to continue this program and intensify its efforts to collect additional information. Currently available in the center are books and articles on the humanities, journals, selected syllabi in the humanities from around the country, commercially produced multimedia units, film reviews, copies of all NHF publications, and tapes, both audio and video, of Faculty work.

Regional Representatives

The Regional Representatives of the NHF are experienced and talented school teachers, responsible for dissemination of information about the NHF and for helping break down the walls that still exist between schools and colleges. The Representatives answer inquiries about the NHF, help area schools prepare formal applications to the NHF, and work with them on specific classroom and curricular problems. In addition, the Representatives program has brought the NHF one step closer to its goal of having had a least one project in each of the fifty states by the end of the 1974-75 fiscal year.

Although this aspect of NHF operations has yet to reach desired maturity, both Board and staff continue to believe that the program has served, and will continue to serve, a very important function. During 1972-73, two new Representatives were appointed, to begin their duties in September 1973 and thus fully cover the five designated regions. The Representatives and their regions are: Mr. Thomas Fitzgerald, Rocky Mountain Region; Mr. John Marshall, West Coast Region; Miss Maureen Phillips, North Central Region; Mrs. Zora Rashkis, Southeast Region; Mrs. Ora Lee Russell, South Central Region. (See Appendix I.)

Program Information

During 1972-73, attempts to inform the educational public (and the public at large) about the NHF were greatly intensified. Although results were not so significant as hoped, particularly in the national news media, there is little doubt that the dramatic increase in inquiries and applications came partly as a result of these NHF activities directed toward the public. (See Appendix F.)

News releases of various kinds were distributed on the average of twice a month, and considerable effort was expended in establishing communication with related programs and educational journals as well as with boards of education, NEH state-based

humanities programs, and members of the federal government. Conference attendance by staff and Regional Representatives was increased. Because of the usefulness of a rough-draft slide/tape on the NHF, plans for a professionally produced presentation have been approved and put into operation during the past year.

Population Affected

Identifying with absolute accuracy the number of teachers and students affected by the work of the NHF is impossible. Admittedly rough--and conservative--estimates yield the following figures: 956 teachers, and 319,500 students directly and countably affected by NHF work since the inception of the program in 1968. (See Section III, E.)

It would seem self-evident that having a program like the NHF's operating in a school system would have an impact on others, teachers and students, not directly involved. There is, in fact, strong evidence that the NHF has affected a much larger group of teachers than those officially designated by the schools in their count of the "full-time core team." A sampling of questionnaires and on-site visits indicates, as might be anticipated, that the ratio of teachers affected indirectly to teachers affected directly runs approximately three to one. A similar proportion might reasonably be expected in the number of students, bringing the total number of students benefiting from the impact of NHF work to nearly one million.

Evaluation

Reports and questionnaires submitted to the NHF by Faculty members and schools in both Individual and Thematic projects after each visit and workshop provide evaluative materials, as do numerous staff visits to schools. (See Appendix G.)

Each summer, the coordinators of Individual Projects in process or just ended meet with new coordinators, giving the NHF staff an opportunity to hear, assess, and discuss year-end or interim reports. These workshops also provide a valuable learning experience (of both successes and failures) for coordinators about to begin their new programs. (See Section III, A.)

Work is also evaluated by experts not on the NHF staff, and during 1972-73 their efforts have been directed especially to the Thematic Project. Mrs. Janet Hanley of the Harvard Graduate School of Education is engaged in an intensive case-study evaluation of four participating schools. The Hanley report and the office-initiated "Impact Questionnaire" (see Appendix H) cover the first two years of the "Question of Authority" project and are the NHF's first evaluative efforts on the Thematic Project beyond the required reports and questionnaires.

Given the evidence gathered from reports, questionnaires, workshops, and studies like that done by Mrs. Hanley on the Individual Projects program in 1971-72 and her current effort in the Thematic area, the NHF believes that it has proved its ability to help not only in the improvement of humanities instruction in individual disciplines and interdisciplinary programs, but also in the development of teachers who are now able to feel more strongly and think more clearly than would otherwise have been the case. As the depth of their understanding of humanistic studies grows, these teachers should be increasingly able to address themselves to the needs of students in a society whose citizens must choose their destinies freely and wisely.

III, A - INDIVIDUAL PROJECTS

1972-73

As always, NHF activities in the Individual Projects underscore both the variety of the projects themselves and the flexibility of the NHF response to the diverse needs of disparate schools and school systems. In the final analysis, it is exactly this combination of flexibility and responsiveness that has made possible the high degree of success recorded in these projects. Faculty are not peddlers of a prepackaged plan or product. They bring to bear on each situation their own academic strengths and teaching styles--exactly what teachers most desparately need to handle the specific problems they have identified.

Within a school, a Faculty member operates in a number of ways. Most frequently he meets with the teachers on a one-to-one basis and in small groups. Often he addresses larger audiences of faculty and parents. There are conferences with administrators that help pave the way for specific course implementation and establish academically viable approaches to system-wide humanities instructions.

Adequately communicating the process and effect of Faculty visits has long been a severe problem the solution of which would benefit teachers and administrators considering the program or beginning their work in it. Unfortunately what has been written too often showed the remnant of time-bleached bones, not the vital animal itself. Perhaps the following excerpted transcript of project coordinators' hopes and expectations at the outset of their work (Coordinators' Meeting, June 1972) and their reports of a year later (Coordinators' Meeting, June 1973) better describe their accomplishments. Between the lines, in the twelve months' work which separates them, lies the raison d'être for and the evaluation of the NHF.

Sandia High School
Albuquerque, New Mexico
Susan Ely, Coordinator

June 1972

We have had at Sandia High School in Albuquerque a humanities program for about five years . . . as well as two sections of minority studies. . . . We need some help in re-evaluating our programs. . . . The students who come from the junior level, where the program is excellent, have really rebelled and, as a matter of fact, have almost killed the senior program for next year.

I'm also interested in developing one course at the sophomore level for both regular and enriched students.

June 1973

We only used 10 of our 20 days this year. . . . We had three objectives to begin with. One was to expand our program to the sophomore level, and we have achieved this, I think, with great success. We are just delighted. We have two new courses which will start next year. One is a combination of biology and social studies called "Organisms and Organizations." . . . The course I'm going to teach is anthropology and English combined. . . .

We call our course "Tapestry of Culture." . . . In the first nine weeks we will take a look at probably two, maybe three, cultures that the students don't know very much about. . . . The second nine weeks I think we will take a very fast survey of the development of man from a tribal to a modern culture, and the literature on that level will be thematic, dealing with the problems that man has faced as he has developed.

When Joe Schork came in March we got pretty fired up and pretty organized in what we were doing. We're going to have to use this summer to really fill in the outlines that he helped us work out. . . . So we feel that that objective is at least well on its way toward being met.

A second objective was to evaluate and revise the present humanities classes. . . . As a result of this year with the NHF, we have solved some of the problems at the senior level. . . . One other course that was developed for the junior/senior level is a course called "Meaning in Modern America," which was a study of the oral and nonverbal traditions in literature and history . . . an absolutely delightful-sounding course and very well worked out. . . . So in the area of increasing or revising and evaluating our present courses, we felt that we had achieved some success. . . . Our first visitor stimulated people to think. He got us started in many areas. And then when Joe came he was able to take what Harry had done and make it concrete. . . . By the end of the year we had people talking humanities who'd used it only as a four-letter word previously. We have involvement in the math department and in the science department, which has blown everybody's mind, and we have some of the really hard-core antihumanities people in the social studies department actually discussing humanities without raising their voices.

Anchorage Borough School District
Anchorage, Alaska
Lucille Frey, Coordinator June 1972

In the city of Anchorage, we have 33,000 students, 1,600 teachers, and 41 elementary schools, 10 secondary schools, with 5 elementary schools on the drawing boards this minute and 1 more major junior/senior high complex opening up next year.

We have three other teachers now teaching a humanities program. . . . Our problems are many in terms of liaison with administration, how to deal with the huge schools we have, how to get a huge faculty to understand what we would like and integrate with them, how to use the resources from these tremendously huge and good facilities.

Lucille Frey and Dolores Dinneen June 1973

Our humanities project here was a piece of a bigger project called a "Human Relations Curriculum Project." . . . We used the NHF for . . . these workshops. Every time we brought 30 people together we would demand as part of their payment their best human relations teaching idea. Then we had a writing team who took all these human relations teaching ideas and put them together in a curriculum. . . . Even by taking just the best lessons, it's about eight inches thick, so I don't know what's going to happen. We're going to have to do a lot more editing.

Dr. Roland Bartel, University of Oregon, helped pull the English teachers together. . . . He saw the need for himself and them to move forward. He appealed to some teachers who had never attended a course of that nature in about 10 years. So he was a real bridge, a very fine man, an extremely good educator who knows his material very well.

The fourth visitor we had was the best of all, Dr. Bob Fuller, President of Oberlin College. . . . "Science and Society" was what he was dealing with, but also he just happened to get in on the tail end of an Alaskan native studies workshop which we had planned for our teachers in which we tried to give the teachers some insight into how to deal with the native kids. And Fuller was really turned on by that possibility, saw we'd taken one small step, was willing to help us take many more steps if we wanted to, to get funding and so forth. . . . That ripple will be a big one before it's ended, particularly with the Indian Education Act, which could give us some money in that area.

Bristol Eastern High School
Bristol, Connecticut
Marie Donovan, Coordinator June 1972

Bristol is a city of about 60,000 people. About 10,000 people commute out of town daily to work. Last winter we were on national TV because we were such a depressed area. We had 26% unemployment. . . . We decided that since we are the type of community that we are, our interest should be primarily with the youngsters who are terminal students. . . . We turn out very good mechanics and machine workers and people like that, but they do not really get exposed to some of the finer things in life. . . .

We're going to need a lot of help from the Faculty members because I've got very frightened since I've been here. . . . I think we can make it work.

John Whitcomb, Hank Fitzgerald June 1973

Even though it's between Boston and New York, etc., Bristol has a provincial atmosphere. We find that the clientele the schools serve has a very narrow outlook on life: they have not had the experience of culture which you would hope students would have. We wanted to take our students who were turned off academically, who were unmotivated, who had no desire to broaden their outlooks, and do something to help them find out that there is more to life than perhaps what they see.

If we lack for materials, if we lack for adequate staff, we do not lack for ideas. Now, with the one idea in mind that we wanted to work with the undermotivated student, we proceeded. The people that were selected by the NHF, many of whom I had never met, never known, never heard of, all fit in beautifully.

One person we had was a young fellow, an urban-planner-architect-ecologist from a Philadelphia firm. They'd been working on land use. He really gave us direction. What he wanted was 10 kids from one class to go out to examine the community to see where the crisis points were, where areas of argument or disagreement over land use were concerned. He ended up with 25 students from a variety of classes, from underachieving freshmen to some of the top overachieving seniors. . . . The kids loved it. . . . these kids understand Bristol better than most of the local politicians and probably better than anybody on the school staff.

In Bristol we have right in the middle of the city a rather unique geological formation going back to a glacial time. . . . It was about to be sold to developers, and Mike came out and

said, "You can't do it because it's such a unique geological area." So he talked to the local newspaper people, and one thing led to another, and finally one of the local banks purchased this area and held it until the city and government agencies could come up with funding. They've purchased it now, and they're crying to the school now to use it. . . . What we're going to do is take approximately 80 youngsters from our 9th grade who are active but bedeviled by their educational experience up to this point. We're going to take them to this area and use them as a team. . . . I don't know how it's going to work.

We've had all sorts of difficulties, but I don't think we would have been able to start this without the push and the help that we had from the NHF. I'm sure we wouldn't have. . . . We're also moving our more motivated senior members of the team and it will be interdepartmental.

This is more or less typical of the experience we had, and we're delighted with the results.

There's one aspect that John didn't touch on that I think is very important, and I think it needs to be said. First of all, most of us in the school system, and particularly in a small school system like ours (I think there are 12,000 kids in it), just don't get a chance to bring in outside heavies like this periodically. . . . This might be a little bit of a romantic concept, but I think it's very important. It's really nifty to rub elbows with these people. The insights that they bring to your school are really fantastic. . . they're a pretty strong source of inspiration. . . .

Stockbridge Elementary School
Columbus, Ohio
Julia Gump, Coordinator June 1972

Our community is 80% Appalachian. . . . Most of the adults in the community are high school dropouts. To our knowledge, we have no college graduates. We have people who want their kids to have things better than they had. The children read better than they do so they're really quite pleased with the way the kids are getting along in school. But we aren't, because we know how far behind they really are. We want to work on something that includes pride in the Appalachian culture, as well as a better understanding of the whole American way of life and some of the ideals we would like to see perpetuated--initiative being one of them. . . .

Interestingly enough, our community is all white. Our kids will go to a high school that is better than 60% black, and

the blending of Appalachian and black is like putting oil and water together. Through the understanding of their own culture, we'd like to somehow or other bring in a little better understanding of the family of man--I don't know how we're going to do all these things. . . . We have very low socio-economic level, but we have very few people--I can only think of at the most three families--on ADC. . . . They will not take charity. They're poor and proud.

We teach the three R's--reading, writing, and Route 23. Route 23 goes south to Appalachia.

Julia Gump and Judy Valentine June 1973

We're still teaching reading, writing, and Route 23, but we're doing a more exciting job with Route 23.

Our first visitor, Don West, was exactly what we were looking for. He came into Stockbridge with a background of a lot of time in Appalachia, and he had been searching also for a way to get people to take pride in their heritage and not look at themselves as hillbillies. They had a culture that was unique, and a very important part of our historical picture. And when Don West came in to talk with the staff, we had a night affair for parents. We sent out letters to the community and invited them to come in, but we only had two or three people. By the time Alan Jabbour was there we had an auditorium full. . . . He came and brought his fiddle along; later, we had people come from the symphony to talk to the group.

It's hard to say at this point what the impact is. We have a number of young teachers working on their masters' degrees and every one of them has turned his university courses into something related to what we were doing. This was absolutely fantastic. Literature courses did a whole thing on books on Appalachia for kids. It wasn't just a bibliography. They did an annotation and then put questions and activities that could follow for every one of the books. . . . The staff decided this would be a good time to start impact on home visitations. They did hints on making successful home visits, and every teacher had this to go by. And I would say that we hit 70% of the homes. . . . Talk about the impact on the staff--they were really working. . . . Impact on the students: they got involved and started bringing in all sorts of things. . . . Impact on community: we've had more parents in volunteering. . . . And the parents got turned on. We had courses in quilting and crocheting and knitting, making soap, cooking, where parents were teaching kids--and a course in guitar where students were teaching students. . . . Impact on

community: as I said, there were lots of things. For the first time in Stockbridge community the parents came to us and wanted to know if they could have a program in the school.

I'll finish by telling you about my personal success. Four years ago, the lady who made this shawl for me this year circulated a petition to get rid of me.

Editor's Note: In addition, twice during the school year teachers at Stockbridge went on special trips into Appalachia--on their own time and at their own expense--in order to further work initiated through NHF help. Moreover, correspondence from the coordinator reported that in a recent election the largest percentage increase in votes favoring the school bond issue was recorded in the Columbus precinct served by this school. The impact of the NHF program was cited as the major factor influencing this change.

Denton Public Schools
Denton, Texas
Lybeth McDonald June 1973

Editor's Note: Although there is no transcript for presentations made in connection with the Denton project at the 1972 Coordinators' Meeting, the longer excerpt from the 1973 meeting provides a satisfactory picture of the year's work.

Denton is unique in several ways. We're 40 miles up from Dallas and Fort Worth, and Dentonites have a tendency to call this the Golden Triangle. We have 45,000 people. North Texas State University has about 18,000 kids and Texas Women's University, which is on the other side of town, has about 5,000. We are, therefore, a university town first of all. There is very little industry, so we have a financially poor school system. We have a small black population--about 11%--and for the most part it's rural black. We have only 3% Mexican-American.

East of Denton is what is called the Crossed Timbers, which looks pretty much like this (Concord, Mass.), lots of grass and trees. On the west, the Great Plains start. Cattle used to come right through the middle of town. So we are physically and culturally sort of mixed up.

Anyway, as I said, ours was primarily a planning year. . . . We had Dr. Abrahams from the University of Texas. . . . He was a firebrand. . . . I thought I was already teaching humanities--I teach about art and literature and kings and queens and mistresses and stuff. . . . What he said was that we have

gone way above and beyond and we ought to just forget all that stuff and go back to Denton, Texas, and look at it, and then go to north Texas, and then maybe get into Texas. . . . I threw out my Renaissance stuff, and we started looking at Denton, Texas, and it was surprising. There was more there than I thought there was.

Our next person to come was also from the University of Texas, and he's Chicano from south Texas. Dr. Paredes really made that Mexican influence very alive and very real.

Later in the year Dr. Abrahams and Dr. Paredes came back together; they were both really enthusiastic about this program. . . . And when they returned we invited all these professors out from North Texas who were involved in southwestern studies.

Our first trimester next year is going to be on the kid in Denton, Texas. We are very fortunate to have the county seat in Denton, so we have city and county records. And we're a very religious community--and we have all these old, old churches with all these old, old records.

Our second quarter is going to be sort of the thing that Dr. Cawelti wanted, where you tie everything in, drawing from where you are as an individual, to the southwest as a heritage, and on from there to discussing what being a young person is. . . . This kind of thing is really important right now, the coming of age in Denton, Texas, compared with the coming of age in some other community on the other side of the world. This is where we hope to draw in the broader cultural humanitarian aspects. . . .

Our next consultant was Dr. Gunter, who is one of ours. He's from North Texas State University and he's been very involved in the Big Thicket, the only area in Texas that is still sort of wilderness area. He was talking about how we could get out there and write those Senators and write those Congressmen and make them make the Big Thicket a national park. He involved us in what we could physically do.

Third quarter is by far our most tentative. . . . As it stands now . . . (it has the) wonderful name of "Texas in the Future," where we intend to go from where we are right now to what's going to happen to us in the future. And this is where we got into a lot of what Dr. Gunter is interested in--what you can do to preserve Texas, etc. And you know there's an image that crops up when you think of Texas. We need to reexamine that, because part of that is no longer feasible in today's modern Texas. . . . We hope to reevaluate in this third quarter the Texas image, and from there to do what we can do to protect our environment.

Kailua High School
Kailua, Hawaii
Flora Takekawa, Coordinator June 1973

Editor's Note: In the absence of a transcript of Mrs. Takekawa's presentation at the Coordinators' Conference of June 1972, a longer section of her written and oral presentations at the 1973 conference is given. Kailua High School is located on Oahu and like many Hawaiian schools is experiencing extremely rapid growth. Once a small farming community, the district now serves 27,000. The high school population at Kailua is approximately 3,000.

Kailua High's NHF experience was beyond expectations! Our four consultants were a beautiful blend of the humanities, each very knowledgeable is his specialized area(s) and extremely dedicated to furthering the cause of education. . . . The intellectual stimulation created by the presence of the consultants on the Kailua High campus has left a glow which will not leave us for years to come. Our teachers received valuable lessons in humanism, received much needed curriculum assistance, and saw master teachers in operation.

In September of 1973, Kailua will be launching into a broad-based Foundation Program which has as its ultimate objective, a school-wide humanities approach. This broad-based approach is intended to free the teachers and students from the confines of separate subjects and to emphasize the embracing nature of learning. It will recognize that concepts from several disciplines may have a common theme which can unify learning. In all sincerity, I can say that our affiliation with NHF rekindled our thinking on what education is all about and served as a catalyst for a new and exciting venture.

It would be difficult to overstate the importance of mainland contacts to educators here in Hawaii. This is especially true since many of the issues that are controversial on the mainland are slow to surface here. There is, therefore, a certain amount of reluctance on the part of teachers to take chances and disturb the status quo.

Our second consultant was Dr. Bram. . . . What a humanist he is! In his own quiet way he seemed to hold both teachers and students under a spell. . . . He proved to our teacners that he could talk at a very high level and that the students would become really excited about this and understand what he was talking about even if we would talk about the stream of consciousness and things like that.

Dr. Dator who visited the campus on April 27, April 30, and May 4, showed us that <u>local</u> NHF consultants can also be valuable. One of the advantages of having people from the

University of Hawaii is that they are able to return to the University and bring back many resources. They are also aware of the local situation. Dr. Dator fulfilled our expectations in that he was able to demonstrate to us and to our students the validity of future planning.

Dr. Kwok's visit was the direct result of Dr. Fuller's suggestion that we take advantage of Hawaii's unique cultural make-up to add a transcultural element to our course. We felt Dr. Kwok's background in Asian history and culture would serve our purposes well. . . . Among his specific contributions were suggestions for resources (he brought us catalogues), persons in the community and at the University whom we can call upon, and possible ways in which Asian influence upon western culture can be used in our American Studies program. Dr. Kwok illustrates, in much the same way as Dr. Bram, the compatibility of intellectual and humanistic pursuits.

We find that our NHF consultants have influenced us to alter and expand our course. Largely as a result of their suggestions we are at present developing a new, multi-implementation this coming Fall.

We thoroughly enjoyed being part of the NHF project this past year and are hopeful that our association with NHF will be continued.

Silver Lake Regional High School
Kingston, Massachusetts
Al Argenziano, Coordinator June 1972

Silver Lake Regional High School is located 35 miles south of Boston. . . . The four towns of Halifax, Kingston, Pembroke, and Plimpton that make up the region are rapidly growing and we have educational problems right now. . . . We have 1,501 students and projected enrollment for 1975 is 2,100. Our facility is suitable for 1,136.

We need to become involved with this type of project. . . . We don't offer any courses in humanities at Silver Lake. . . . We're trying to stick with four departments--art, music, English, and social studies.

Our proposal was submitted in two parts. The first part was a general overview of the humanities involvement in these four areas. . . . Our second phase . . . (is) the Omnibus Bill of 1968, the crime bill, and for 12 days we'd like to further develop crime prevention and deterrence. We've taken eight aspects of the crime bill, and what we're trying to do is show

how art, music, literature, and other forms of media and technology play an important role in our society in relation to the increase in crime since 1960. . . . At the same time we want to give our students an alternative by trying to justify humanities as man's expression creatively, intellectually . . . to give them the opposite side.

Al Argenziano, Norm Long June 1973

Five years ago, 80% of our student body went on to four-year colleges. Since that time we've been flooded with students from the Boston area, out of tenements, that are noncollege oriented. . . . Therefore, we are now in a position of having 30% of our students going on to four-year colleges, or any type of education. Sixty-three percent of our students just go out into the working world. Twelve-and-a-half percent of our student body is on probation.

We had a large number of drug problems last year, stolen cars, house break-ins, etc., so that was my basic reason last year for writing a proposal on crime and violence and alternatives to violence. . . . What we started to do was a thematic approach to violence.

Van, our first visitor, spent 7 days with us . . . and at the end of that time we had the direction we were going in, we had a thematic approach in English, social studies, and science areas.

What we had after December was two courses to be offered to grades 10, 11, and 12. . . . The freshman class, totaling 500 students, in their English, social studies, and science will receive a humanities program one quarter of the school year.

We presently have 120 students who want to take the two electives--"Man Records His Violence" and "Man's Violence to His Environment." They've both been drawn up, they've both been written. The teachers are ready to go. The freshman teachers have their program just about ready to go. They'll complete it in the next three weeks.

Next year, first thing, we will write up another elective so we'll have some continuity of 9, 10, 11, and 12. So we'll have the humanities program, something we have not had before, and something that we never would have had without the NHF backing us.

Walnut Hill School
Natick, Massachusetts
Dan Moore, Coordinator

June 1973

Editor's Note: Although there is no transcript for presentations made in connection with the Walnut Hill School project at the 1972 Coordinators' Meeting, the longer excerpt from the 1973 meeting provides a satisfactory picture of the year's work.

Almost all of you are involved in the process of creating a humanities curriculum in some way. I'm not, which makes me the black sheep or something of that nature. I am involved in a school which is trying to reorient itself completely in terms of its faculty, its administration, and its students.

The Walnut Hill School, of which I'm the director of music, is an eighty-year old private girls' boarding school. It began as a traditional finishing school. Twenty years ago it fell into the realm of the preppy academic girls' school, and about three-and-a-half years ago the headmaster . . . decided something else had to be done. He designed a situation in which the school would incorporate a school of fine and performing arts with a new kind of faculty, a separate curriculum and all that that entails. . . . We are at this point in the midst of that change.

Our proposal to the NHF involved several things. We foresaw in November of 1971 . . . that we would have to deal with several different kinds of students in this process, those who are artistically oriented, those who are on the border line, and those who want a traditional academic situation in a private girls' school.

The other process was to get the faculty to cope with these various kinds of students, their variety of needs and abilities, and to get the whole thing moving in a viable way, which with the help of NHF we've done.

One visitor was . . . Herbert Blau. . . . Herb came in and actually was kind of the first shake-up man, and he did a damn good job at that.

Our next NHF visitor was Bella Lewitsky. . . . She came to us for two days, a day of orientation and a day of workshop, and then came back about five weeks later for a follow-up day, which was a very effective experience for us. . . . Bella was instrumental in gearing our thinking philosophically in the right direction.

Our next visitor, who spread his time over a period of six or seven weeks, was a conceptual artist from Boston College named Gus Jaccacci. . . . Gus brought to us a lot of insight into the relationship of individuals within an artistic context.

The last person was Peter Phillips, who is involved in theater programs at New York University. . . . I think in terms of personal value to our school Peter was just as (if not more) valuable as all the others combined. Yet we could not have used Peter's advice and counsel without the previous stimulus that we had had. . . . This was a real brainstorm on the part of NHF--I don't know if they did it intentionally but it sure worked out that way--it was just a superb scheme for organizing the year.

The whole thing that we're really involved in is in building arts in education, and what we call the process of art in education. . . . What we're trying to do is incorporate this kind of germ into all our disciplines. We feel there is something very important about the way a biology course is taught so that it has a great deal of meaning in relationship to all our students, not just those who are going on to be doctors, but those who are also going to be dancers, those who use the human body as an art object, those who use the human body in a sociological context, etc. . . . So I don't know whether I'm a step ahead or a step behind all of you. I only know that we're really quite excited about what's happened this year.

Oakland High School
Oakland, California
Ronald Miller, Coordinator

June 1972

We have an enjoyable school. We have 2,300 healthy, militant, extremely interested individuals, who by sheer determination can either create a tremendous amount of interest and academic learning or destroy the school in a matter of 10 minutes. The school is Oakland High School, inner city, 2,300. We have approximately one-third black, one-third white, one-sixth Mexican-American, one-sixth Oriental, and then "other," whatever that is. We truly have an integrated school.

In addition to evaluating our 11th and 12th grade program, we want to establish a humanities oriented world studies program in the 10th grade, for all 10th grade students, which would be 800 and some students.

We will attempt to stop the disintegration of an inner-city school department. The teachers are tired at times, they need inspiration, and they need a feeling of accomplishment each week and each day. And in this way we hope that NHF will help us very much.

June 1973

I've spent an exciting, tiring, exhilarating year. . . . We started--and I think this is good--at the lowest possible point of morale. . . . The morale of the department by June soared. It really soared, and the real reason is the NHF project, no other reason.

For those of you who are going to be involved this coming year in a project, keep the faith. You're going to have people who will come who are not simply experts in their particular fields, but who are compassionate and who are attempting to help.

We started this project as simply a social studies program, department project, zeroing in on certain things. We are going to change the 10th grade, turn it around, new approaches. Okay. But what happened obviously, in terms of the definition of humanities as given today, is that you can't help but get the whole school involved. It just happens. And it's wonderful.

The English department got involved and they got excited, and they wanted to join us, and that helped. Then, of course, some of the other members of the faculty wanted to be involved. And we got the new vice principal involved. He thought it was great. And this caught on and it was really tremendous.

What happened out of this is that we had a culture fair. This culture fair was a program of the entire student body. It involved all the students, 2,200, and lasted for one week. We had all kinds of classes involved in every department.

Pendleton High School
Pendleton, Oregon
Kenneth Crysler, Coordinator June 1972

I heard it said once that the opposite of love is not hate but indifference, and there's a line from one of Albee's plays: "We neither love nor hurt each other because we no longer try to reach each other." That's the situation we have in Pendleton, Oregon, with Indians. We don't have them, we don't discriminate against them, we don't see them. So the program

that we've written shows that this is a people with a culture and a background and traditions that go beyond what they see in the roundup.

We hope to institute an interdisciplinary Indian studies program to be carried on during the year, a study of the philosophy, literature, arts, and life styles of American Indians in general and our own in particular, utilizing, we hope, people from the reservation, Indians to come in and teach the difference not just between feathers and dances but the difference in perception. We hope to carry this on in all departments of the school, the social studies department devoting time to units in history, the English department devoting time to units in Indian literature, and at the end of the year hopefully a week or ten days devoted to an Indian fine arts festival.

Trying to work in two cultures is very frustrating. Half of them drop out in junior high school. Parental pressure for them to finish school is almost not there. Out of 100 teenage Indian kids on the reservation, 90 of them are living in homes other than their own, living with grandparents or friends. The more I learn, the more hopeless I think it is.

June 1973

I was adopted this year by a 74-year old Indian man who told me one day, "Never speak lies, always speak from the heart." I sat here all day going over and over what I was going to say to the point where now I can't remember anything, so I guess I'm stuck with telling the truth.

In Oregon, in Pendleton specifically, there was no Indian problem. That is, even though a large reservation existed nearby. . . . Indians aren't recognized as even being around.

About two years ago, in trying to teach a course in humanities and make my students aware that differences in cultures involve differences in perceptions of reality, I was looking around for examples, and it occurred to me that we had a living example right in our own community of a different culture that perceived things like time and space in a different way. . . . And so we applied to the NHF for help in exploring Indian culture and finding ways to incorporate Indian culture into already existing curriculum.

We had some excellent people. . . . The highlight of the year was for the first time an Indian fine arts festival in the high school. . . . And the whole school became involved in this.

As far as incorporating Indian culture into the classroom, members of the core group, who were from all departments of the school, found ways of implementing or incorporating Indian culture into already existing curriculum. In social studies, the minorities studies units were taught focusing on Indian problems. In American history, existing units on the development of the West for the first time spent some time talking about the people who were already there when the settlers came. In general business and law, two areas that we really were a little bit hesitant about finding things to incorporate, our law teacher found that he could teach law from the point of view of dealing with the history of law and the purpose of law, reflecting how law is supposed to work for society and how laws are different from one society to another, using Indian laws. Business classes studied buying and contracts of modern society in comparison with Indian methods of exchange and barter. Literature classes, as well as studying traditional American and European literature, spent a good deal of time studying contemporary novels written by Indian authors; also legendary tales were discussed in literature classes and in mythology classes along with Greek mythology. . . . Folk music class, of course, was exposed to Indian drumming, dancing, singing, and made trips out to the reservation to participate in dancing classes. Arts and crafts, of course, had guest artists and craftsmen exhibit and explain various aspects of Indian art, beadwork, carving.

In my own class in general humanities, I incorporated Indian lore into studies of creation myths, a unit on comparative religion in which we studied Hindu, Moslem, Buddhism, Christianity, Judaism, and ended up the year with Uncle Ike, an Umatillo tribal elder, coming in and talking for a week on Indian religion.

Indian parents are coming into the schools. They're talking to teachers on the street. All of a sudden, Indians in our school are no longer invisible.

I'm overwhelmed, I'm exhausted. It's been a good year. It's been a start. Things are happening.

Arlington Junior High School
Poughkeepsie, New York
Elaine Lipschutz, Coordinator June 1972

Arlington Junior High School is in suburban Poughkeepsie. It is just adjacent to the city but as far as population is concerned, it's a very suburban, almost all white, junior high school.

In our present program we're not just concerned with content, but also with what's happening to the youngsters. . . . Our theme in this program centers around the 9th grade social studies curriculum, which is Asian and African studies. . . . Our proposal to the National Humanities Faculty is to expand what we are doing.

On the 8th grade level . . . we'd like to work through the American history program on the thematic approach--the hero, war, reconstruction, and industrialization, and the '20's, communications, the elections, and modern American problems.

In the 7th grade we have been part of the TETE program (Total Education for Total Environment). It has worked quite well from the artistic, science, and English standpoint. The social studies people would like to work with this and explore the whole aspect of man and the community.

Elaine Lipschutz, Bette Perlmutter June 1973

I don't quite know where to begin except to say that those of you who are going to begin a project should know by now that we are really privileged people, and you will gain a great amount from the effort that you will put forth. It is a unique experience. The people that come are just unbelievable people. I don't know how NHF has managed to do it.

Our first visitor Leon Sinder . . . had spent a great deal of time in Asia, particularly in Korea and Taiwan. And since our current program deals with Asian and African studies, we were very anxious to have him deal with Eastern values and to get youngsters to understand that the value system is viewed differently by different cultures.

He came into our class of 56 and he went all around the room and simply began with, "What was the first thing you did when you got up this morning?" Within 12 to 15 minutes he had got responses from 56 kids. There were some we hadn't got responses from. . . . He was, I think, a very big help in enabling us to look at the whole basic concept that we were trying to deal with.

John Lord, our next Faculty member, inspired us . . . and went on to explore the possibility of what can be done with film. . . . As a result of this visit one of our young men has been accepted to Boston University to work with John with the definite promise that he will return to Arlington, so this is already having a positive outgrowth.

Allan Glatthorn wanted us to take a hard look at what our goals and our objectives were, what kinds of learning activities we were developing. . . . So these two days with him were very important because we got everyone together and we looked at what we were trying to do, grades 7-9, and we wrote it up, not as specifically as we had hoped, but at least we stated what were some of the things we hoped to accomplish by the end of the year. . . . There's much more that we could do.

I'd just like to say one thing about students. We do get them involved. As a result of this one of the plus things that happened was that they would say, "I have a neighbor who is Indian (or Chinese). Could I ask him to come in and talk to the group?" . . . This is the kind of thing that can happen quite easily when you open the door and they recognize that all of learning does not take place from a book.

We brought along several of the units that have been developed and we thought this might be of interest to people who are in area studies.

We're very grateful to NHF. We don't want it to end.

Scituate High School
Scituate, Massachusetts
Carol Ryan, Coordinator June 1972

For background, we have had a humanities program in Scituate, for the past few years run by the English department. It involves courses on two levels . . . and they are good programs. But the students are very perceptive and they have flagged up the obvious flaw, which is that the programs leave out too much and too many people, in two different ways. First of all, they're completely Western and second, the courses tend to be rather elitist in that they are heavily weighted toward the academic student, the college-bound student.

What we really want to do is broaden that frame of reference in these programs to include more than the West, more than the great tradition, more than the disciplines that are involved, and all the sweep of time. . . . We worked up a thesis having to do with the idea of the family of man, and we decided to focus the new course in humanities that way: to examine the idea of the family of man in the light of various disciplines and to work toward an interdepartmental program along those lines for a heterogeneous group.

Jed Fitzgerald June 1973

Our proposal to the NHF originally called for an inter-disciplinary approach investigating the theme of the book

"Family of Man." . . . After our first visitor left we discovered a few things that we really hadn't reckoned on: that most of the teachers in our school didn't want to spend time on their own developing sections of a course where they would be teaching or working in some resource capacity; and, secondly, NHF coordinators shouldn't pussyfoot around with consultants, all consultants should be utilized to the maximum extent possible. . . . As a result of this visit we demanded from the principal that we get released time for any future consultants. . . . Our next consultant, James Peacock, arrived for four of what we considered to be the most productive days in the whole year. He brought with him a copy of his book, "Human Direction." . . . Carol and I decided that the thesis of this book--that there appears to be a discernible direction in which mankind seems to be moving--was tailormade for our course. . . . So for four days we sat down with Peacock and we rewrote the whole course from beginning to end.

With our next Faculty member we wrote a whole unit on China; we spent about nine hours with him, and it couldn't have worked better. . . . He questioned the course framework that we'd worked up with Peacock, and we found it was good for us because it made us really think and we had to defend ourselves.

When you get to the end of it all, you have to have somebody like Dean Whitla come and make it very plain very quickly that you really shouldn't have a program if you don't have a good evaluation system set up to measure just exactly what your objectives are.

We've had one heck of a year in terms of learning what we really need to have. . . . And if we had to learn, I guess we couldn't have picked a better way. . . . The more mature students--and most of them are mature--said it was a terrific learning experience for them.

Cardinal Cushing High School
South Boston, Massachusetts
Sister Patricia Curran, Coordinator June 1972

The problem at Cushing is not initiating change so much as giving it direction. Whatever you can do on $4 per student per course, you can do.

Our students, 800 of them, are all girls, in a city. 10% (80) are black. There is very little motivation for academic success because 50% of all the students don't go on to any kind of training beyond high school. This is the end of any kind of cultural experience for them and that's why we decided to put into the 11th and 12th grades a program in humanities which would expose them to appreciation of the beautiful in life and their

own ability to participate in that. . . . They've just never been out of their own environment. When we took the girls to the Pops, one was so ecstatic she said, "I didn't know they played music like that."

The particular help requested was in individualizing so that we can teach a unit that will appeal to many different ability level students, and particularly the noncollege students.

Sisters Patricia Curran & Mary David Flynn June 1973

This year we had a pilot program in humanities dealing with the time period 1880 to the present. The title was "Man's Search for Meaning." . . . We were trying to develop a humanities course and learn how to do the formal things.

There was one beneficial result from the ensuing confusion (of the first visitor). The team became well acquainted with the pros and cons of a student-centered classroom and eventually learned how to give some teacher power to the students without becoming powerless teachers.

Around November the team became quite depressed because the student reports on their "wonder" questions concerned demonic spirits, homosexuality, the spectre of death, and the causes of adolescent suicides. The title of this program, as I mentioned, was "Man's Search for Meaning," and we were concerned about leaving the students in a suicidal state of mind.

Our next visitor was most helpful in dealing with some of these problems. . . . What we learned was that we three really had good ideas all our own, and we only needed someone like Bob to reassure us of that, to give us confidence in our own operations.

Somewhere between the suicidal and the healthy personality, we decided to ask for help in the interaction of psychology and art. . . . When I reached the point of being able to recognize famous works and understand what made them famous, I really felt as though I had climbed Mt. Everest.

In the second semester we explored the idea of commitment and its relation to the youth scene, in communal life styles, and religious idealism. We moved with the latter concept to the East, beginning with India. About India we knew nothing until Mary Carroll Smith came on the scene. . . . The girls responded very well to this area, so we plan to expand the East to a full-term treatment during the coming year.

This has been a real learning situation for the teachers. Now each of us feels comfortable in the other's field of interest. . . . In evaluating the assistance we have received from the grant, I will say first that I personally don't think I would have survived the experience of starting the process unless I knew help was on the other end of the telephone. I'm glad I did it now. . . . We think we have the seeds of a good program and we look forward to the year to come.

Sylvania High School South
Sylvania, Ohio
Georgia Baird, Coordinator — June 1972

I'm from Sylvania, Ohio, which is a suburban school system, and we've had an American studies program for seven years now. . . . It started with 50, and we can now handle approximately 210. I had almost 400 applicants for next year.

Thus far, we have only been handling honors and advanced students. . . . The help we're asking for is help in the development of the vocational American studies and also in individualizing the actual teaching. . . . And, I think, right now that's all we're saying: HELP.

June 1973

I just don't feel I can say anything except it was the most wonderful experience.

We wanted improvement of the program. Believe me, we got it. . . . Then there was the pilot vocational American studies that we wanted to try, to bring these students who would never be going on to college, to expose them to the humanities and give them a sense of direction. . . . What they had found was that we were teaching beautiful courses that went right along together but we weren't moving out of the discipline. We were asking the children to make this synthesis, but we were not making it ourselves. So our first consultant said he wanted us teaching each others' courses. And I thought, "Me teaching history? This is going to be something." But it wasn't as bad as I thought because he gave us the feeling that you don't have to be an historian to look at the documents. I could look in a literary way and come out just fine. So we came out fine.

Other than that, I'd just like to read this one letter from a very leery teacher. I did not require them to write anything. I said "If you have anything you'd like to say as evaluation, please do." And she wrote, "Like one on the TV commercial, I feel I have a new lease on life, seriously, because working with vocational students in an academic subject often causes one to halt in despair, to question the reason of

such courses. The opportunity we have had this year to whet our minds on the innovative minds of these wonderful people you have sent us has been a rare privilege. I for one have become fascinated with the new possibilities to be found in my own subject. I feel more with it and intend that my boys next term will benefit from my new-found enthusiasm. Bless you, all of you."

This teacher had intended to resign next year. No longer. She's even talking about the year after next.

* * *

The following six projects were begun in December 1972. The reports presented, therefore, are interim and based in the majority of cases on but a very few days of Faculty visits. The NHF has experienced considerable difficulty in getting Faculty for this swing group of projects primarily because prospective Faculty so often have scheduled their year's work by this time. As a result, it has been decided to do away with the December start-up date and the August application deadline which necessitated it.

Wheeling Elementary School
Aurora, Colorado
Campbell Witherspoon, Coordinator December 1972

Aurora has 19,000 students in four junior highs, two high schools, and 20 elementary schools. . . . They anticipate a doubling of that school population in the next seven years in an area that really doesn't have too much room to expand and very little property tax base. It's essentially a very transient military society. . . . They lack ties, they have little exposure to a variety of ethnic groups. They're a fairly right-wing population.

The military itself is alienated from society today because it's not popular to be in the military. . . . They go to work carrying their uniforms and make sure they change before they come home at night.

We're seeking to change the attitudes of the teachers, the children, and the community so they will have a better self-image and better self-direction, so that when they move from place to

place at least they'll be able to adapt to that change. We have in some schools in Aurora as much as 98% attrition per year and in my school, in a more stable area, 40-50%.

We desire . . . help at Wheeling, only the teachers have to be sensitized and understand what we're talking about. . . . We have some interesting conversations coming.

June 1973

We wanted to integrate the arts into the curriculum and give our students some kind of concept and feeling about themselves that they could carry over to the next town or over to Germany or wherever it might be that they would end up.

I think we had a high degree of success in making changes in attitude, and since we've been under way for only a short period of time, we're looking more at attitudinal changes in the teachers toward the children and the community, rather than writing a curriculum for the humanities. . . . I think we have shown that we can work our program in a fairly humane kind of environment within Wheeling and within other schools in the Aurora school district.

My people needed someone to sit down and talk with them, another teacher talking to teachers about themselves and about what they thought about themselves, and what the humanities represented. . . . Our first visitor dealt with the faculty in a very personal way and expounded upon her program the three days she was there.

Dr. Brandwein (our next visitor) is Mr. High Power. . . . Talk about dynamic--that was it! . . . It was very exciting, and the teachers were stimulated.

I think something is taking place. I think attitudes are changing. I believe that we're making considerable progress and that these children and their parents are beginning to feel pretty good about themselves.

Hallsboro High School
Hallsboro, North Carolina
Eugenia Blake, Coordinator

December 1972

Hallsboro High is a rather interesting school. It's tri-racial . . . the racial mixture is about 60% black and Indian and 40% white. . . . Our county is considered rural, and there's not really any town there. . . . Another element is that this particular school has a boys' home nearby . . . and we have the high school boys from this home in the high school. That puts

about a hundred boys in there who are just a hop and a skip ahead of reform school somewhere. The enrollment is about 936 in grades 7-12.

The school facility itself is very outdated. The halls are narrow and crowded and there are no lockers, and students go all day long with all their belongings on their hips and their coats on their backs, and they file into a classroom 35 strong, pile their books up, put their chins on them, and they're there for what you have to offer for the day.

We felt an outsider taking an objective look might deal better with this situation and be very helpful in identifying ways to implement the project. . . . I have as a long-range goal that with the number of teachers presently involved in social studies and English they could learn some ways of team-teaching, or teaching back-to-back, or doubling up, or creating different time blocks. They could learn some new ways of working. A lot more art or music would be included and still have all the social studies and English material taught.

The students themselves don't know what's open to them.

June 1973

Our NHF project began officially in January . . . we have had six days of Faculty help since Christmas. I've noticed we've had an increase in the interest of the total faculty in humanities and the possibilities of getting on the bandwagon with the social studies and English teachers who initiated the project. Of course, the interest of the pupils is very high. They get very excited about a person coming into their school.

Willanelle Greene from Gainesville, Georgia . . . was able to establish excellent rapport with the teachers and did a great deal in opening their eyes to possibilities within themselves and within their situation there. She really helped them take a look around. . . . Then we had Rosemary Kelley. . . . She shook them up quite a bit, and this was good. . . . She accomplished a great deal more than she thought she did.

I hope that we'll be able to gain a little more interest from the other high schools in the county in what we're doing here, and I think they'll be asking to come in on some of these things.

Daniel Wright Junior High School
Lake Forest, Illinois
Virginia Turner, Coordinator December 1972

(Daniel Wright serves an) area about 25 miles from Chicago (that) is made up of Lincolnshire, which is a very new community . . . of very expensive homes. Tied with this is the Prairie View part, which is rural without being agricultural and was the old basis of the area. . . . This school system is poor, even with the building of Lincolnshire.

Anyway, we now have built a new building with an open-classroom area, with the educational parts off the library. . . . We have industrial arts, fine arts, crafts, and home economics working together. We have girls drafting and woodworking, boys sewing, and of course everybody has some kind of art work. These three departments have developed a program where they are working together; they feel the children are learning and feeling worthwhile. And we felt very strongly that in our academic areas we were not achieving this; we were not giving children a feeling of their own worth; we were certainly not filling their needs, whether they came from Lincolnshire or whether they came from the half-day Prairie View area.

We are coming from the dark ages as fast as we can. We feel that we want to ask questions, we want to learn, and then develop our program from that. . . . We're making our emphasis on learning. Instead of behavioral objectives, we want learning objectives. Learning skills should be woven into the program, not the program around those skills. It should be a three-year program, sequential and individualized. . . . But we have not come up with anything definite. . . . We have to learn ourselves and develop.

June 1973

Our major goal was to develop a meaningful humanities program, coordinating the social studies, language arts, and creative arts, which would provide opportunities for individual student growth and better understanding of himself in the world in which he lives.

In January we started formal meetings. . . . This was beset by difficulties but finally the teachers decided it was time for an NHF member to aid in defining the humanities and determining specific goals and to present the program to the parents, the school board, and all the teachers of the district.

Dr. Alasdair MacIntyre (was our first visitor). . . . He felt that we had made more progress toward integration than we

realized. . . . He stressed that in no way were basic skills to be neglected and we needed to inculcate respect for rationality. He also said that all learning is not fun, and with motives and goals learning needs to be continued through uninteresting and difficult parts. He feels that children must learn to face these problems. Children, he said to us, must learn to write and be able to use their language well. . . . It was felt by the core committee that Dr. MacIntyre had clarified our thinking and given us greater respect for our own ideas.

To develop a program is a slow process, it's a continual discovery, and new patterns need time. . . . I think we are now ready to evoke real needs for our NHF visitors.

Wright Junior High School
Nashville, Tennessee
Vivian Collier, Coordinator December 1972

Our project has a long, long way to go, as many of them do, with no written curriculum as such. We are a school that has undergone very radical change in the past two years. We are now a 7th and 8th grade school in a building that was definitely designed . . . as a pattern for a baby high school, rather than a middle school or a junior high.

Our middle-class suburban school that was, we thought, functioning rather well was suddenly changed completely, and we were left with a third of our school population. . . . A third of the student body was bussed in from a black housing development and a black residential section. Another third came from an extremely poor white area, with both public housing and poor white housing, much rental property, etc.

We were not meeting the individual needs of the students. . . . For some reason, we named our project "Successful Living Now and into the 21st Century." We felt if there was anything we didn't have it was successful living now, and as we looked at the situation as our school existed we could see little hope for successful living in the 21st century.

I think if we could get the students to all feel involved in something, we will have accomplished something as far as fulfilling their social needs now, their emotional needs now, as well as their very definite need to learn some skills.

We have some very serious problems to solve.

June 1973

Needless to say, when we wrote our humanities project we came up with the subject of success. Success was needed, not only on the part of the student, but on the part of the faculty. . . . We listed our needs as first the need to provide success experiences for our students and second the need to combat apathy of the student toward the school and learning in general. In the area of need number three, the children that we have now need new areas of interest, they need new knowledge, we need to open up backgrounds for them, we need activities for them. . . . And finally we listed as number four the need to have the students master certain basic skills, which we deem necessary for success.

Professor Albert Cullum came in to a faculty which was still very skeptical as to what we were trying to do . . . and I came up with the idea that . . . if he can turn these students on, then surely we can. . . . He did exactly what I had hoped he would do. . . . In five minutes the class was going, the students were excited, they responded beautifully to everything he did. . . . So our science teachers and our industrial arts teachers had to sit up and listen to what the man had to say.

Next year we have expanded our humanities, which was originally a language arts block, to include an art teacher, a vocal music teacher, and a drama teacher. We will have a two-hour block of time every other day.

Our participation in NHF has had a tremendous stimulating effect. I think probably we were down about as far as you can go in your thinking, and we do now have some positive approaches.

Triton Regional Junior High School
Byfield, Massachusetts

Editor's Note: When first accepted by the NHF as a project school, Triton Junior High had been in operation for only one year. The junior high is part of a new regional junior-senior high complex for three towns on the coast some 35 miles north of Boston. Teachers, many of whom are young and energetic, indicated considerable concern over their students' provincialism and asked help in designing a course first for the 7th grade which would address itself to this concern in an interdisciplinary manner.

Fraught with both budgetary and political problems, the project has developed quite slowly despite staff consultation. Only one visit by a Faculty member was made during the year and that quite late in the spring. As a result of the visit, team members and the Faculty visitor have indicated a growing sense of direction for the creation of the 7th grade course. Current plans call for a program to deal with the problems of "Spaceship Earth" in terms of societal development, comparative studies of various societies including that of the local area, and ecological considerations.

Winston-Salem/Forsyth County Schools
Winston-Salem, North Carolina
Frances Snow, Coordinator

December 1972

We are in the Piedmont section of North Carolina, which is the northwestern part of the state, and we do have more money than Hallsboro, I'm sure of that. I represent the entire school district. We have approximately 225,000 in the city/county area and a school enrollment of approximately 50,000.

In the downtown city schools, we had a prestige high school. This was Reynolds High School--supposedly the best high school in the state . . . it began to lose a little of this 15 years ago or so, not at the time of integration actually. . . . When the humanities teacher at Reynolds High School left the school system and we eliminated the all-black school we also eliminated the humanities program in the senior high schools.

A couple of years ago . . . the humanities course was re-instated. . . . The teachers feel that they're inadequately prepared to handle the program. . . . We would like to have help especially in planning an interdisciplinary approach and moving beyond the limitations we find in the Fenton program.

We can concentrate this spring on involving the total group of teachers at Reynolds High School who would be working on the project . . . and plan a program and approach that could be tried next year at Reynolds and then perhaps the following year at Parkland and then gradually move to all five senior highs.

June 1973

We really didn't know in which direction or directions we wanted to move when we applied for the program. We knew that we wanted to do something about the program to make it better. We

knew that we had vast community resources that we'd hardly tapped. And we knew that we were capable of doing something better.

We had the first of our Faculty visitors. Well, we had two actually, a team. . . . We had two full days of real inspiration.

We really got our feet wet this spring. We want to move now. I think we are ready to become completely immersed. . . . We're looking forward to sixteen more exciting days.

Special Project 1972-73

The following project, though funded by the NHF on an Individual Project basis, was sufficiently different from the norm to require special designation. For projects of this kind the term "Special Project" was chosen by the NHF so as to leave sufficient leeway in the future for consideration of a number of alternatives to the now traditional NHF approach.

Although the NHF does not actively solicit projects in this category, its presence is important in maintaining flexibility with regard to specific problems and projects.

THE USDESEA PROJECT

In terms of scope, geographic area covered and ultimate number of students to be directly affected, the USDESEA project must rank among the broadest yet undertaken by the NHF. Over 160,000 children attend U.S. Dependents Schools in European countries from England to Turkey and from Norway to Italy, in a vast system operated by the Department of Defense.

Conceived originally through cooperation between the U.S. Dependents Schools, European Area, the University of New Hampshire, and the NHF, the project aimed at creating curriculum which would, first, provide students with an understanding of the culture of the country in which they were residing and, second, develop a sustained and systematic program with a bona-fide humanities emphasis.

In the first year twenty-four teachers representing nine schools were involved in the project. The schools were: Kaiserslautern, Germany; Munich, Germany; Lakenheath, England; Nuernberg, Germany; SHAPE Headquarters, Belgium; Torrejon, Spain; Mannheim, Germany; Frankfurt, Germany; and Augsburg, Germany.

The program involved NHF staff visits to individual schools and attendance at a planning conference at USDESEA headquarters in Karlsruhe, Germany. During the summer, participants and Faculty met for a six-week curriculum workshop in Nuernberg. Teacher credit for work at the seminar was offered by the University of New Hampshire.

During the second year, 1972-73, the NHF was especially pleased as initiative and support for the project were increasingly accepted by USDESEA itself under the leadership of USDESEA Humanities Coordinator Jack South. Mr. South arranged a special week-long conference for original participants at Wiesbaden, Germany, to which NHF sent four of the original five consultants working with the project.

Results of the workshop were most encouraging and suggested both to USDESEA and the NHF that further work was in order. During the summer USDESEA arranged for participants to hold three-week paid curriculum workshops at the individual schools to which the NHF sent two consultants for short periods of time.

Work with this project has proved without doubt the great potential for improved teaching in the humanities in the USDESEA system as well as the efficiency and effectiveness of NHF work on system-wide projects of such size providing there is adequate and imaginative coordination and support from the system itself. Although final reports have yet to be received, it is assumed that the summer's work will yield substantive curricula in the humanities at each of the participating schools.

1973-74

New Projects

ATLANTA PUBLIC SCHOOL SYSTEM, ATLANTA, GEORGIA

In Atlanta the NHF will be working with district curriculum writers, teachers in the program for the gifted, and staff teachers at the A.T. Walden Middle School. Though the existing program is already rated highly effective, teachers believe they need both to refine the existing learning packages and to expand present offerings to provide students with a broader view of the material covered. Faculty will also work with teachers and writers to expand the learning experiences offered in each of the individual packets to increase their usefulness with children of widely differing abilities.

MT. DIABLO UNIFIED SCHOOL-DISTRICT, CONCORD, CALIFORNIA

Evaluation, enrichment, and dissemination of a team-taught course for 11th graders in American Civilization will be the prime focus of NHF work with teachers from Pleasant Hill High School and several others from the Mt. Diablo School District. Although pleased with their success so far, the teachers who designed the program are anxious both to improve the course further and to distribute it as a model throughout their district. The NHF will supply the teachers with Faculty experienced in teaching American Studies to provide the necessary enrichment and constructive criticism.

HOLLAND CHRISTIAN HIGH SCHOOL, HOLLAND, MICHIGAN

In an attempt to give greater depth to an American Studies program, a team of five teachers at Holland Christian High School has asked the NHF to provide Faculty in the fields of art, history, literature, music, and religion to train them in each other's disciplines. The object will be to give teachers insight into the basic assumptions and reasoning patterns pertinent to each discipline and thus increase their ability to deal effectively, and with some sophistication, with questions calling for an understanding of methods outside their area of expertise. Faculty will also work with teachers to evaluate current course offerings with an eye to alternative types of learning experiences.

HOTEVILLA-BACAVI COMMUNITY SCHOOL, HOTEVILLA, ARIZONA

The NHF will assist teachers at Hotevilla in the overall planning and implementation of an integrated program for grades 4-6 which will stress environmental factors affecting societal development and the value and uniqueness of individuals within a society. Plans call for concluding the program with an extended study of the Hopi culture, the teachers' chief goal being to equip their children with knowledge necessary to take their place in the larger society, while maintaining their own cultural roots and traditions.

JAMAICA HIGH SCHOOL, JAMAICA, NEW YORK

The end product of NHF work with teachers at Jamaica High will be a fully integrated program in humanities for selected students in grades 10, 11, and 12. Faculty will evaluate and refine courses currently offered in humanities in grades 10 and 11 and will work with teachers on a one-semester course on law

for seniors in preparation for their second semester internship program. Faculty have also been asked to work on a restructuring of the current 11th grade American Experience course to meet requirements in economics.

MIRA COSTA HIGH SCHOOL, MANHATTAN BEACH, CALIFORNIA

Exemplary of NHF involvement in both interdisciplinary studies and individual disciplines, Faculty work at Mira Costa will focus on the creation of an honors humanities program and an advanced placement English course. The humanities course will involve teachers from both the history and English departments in curriculum design for 10th and 11th grade students. The English course will be for 12th graders.

ST. JUDE EDUCATIONAL INSTITUTE HIGH SCHOOL, MONTGOMERY, ALABAMA

The NHF will hold a series of in-service curriculum workshops to help teachers at St. Jude update their curriculum. Faculty work will be conducted with an eye to long-range curriculum revision and more immediate changes both in subject matter and in its treatment to permit greater understanding and interchange between the St. Jude community and the city of which it is a part.

NEW BRUNSWICK SENIOR HIGH SCHOOL, NEW BRUNSWICK, NEW JERSEY

With teachers in New Brunswick, Faculty will be involved in the creation of a humanities-based black studies course to be used at either the 10th or 11th grade level. The planned course will deal both with black history and heritage, as well as current black problems and relationships between black and white communities. Teachers feel that NHF expertise in the areas of English, history, music and art will be invaluable in creating a course which is at once thoughtful, probing, and stimulating for students. The course is also intended to serve as a major bridge for students who move from a fairly structured reading-based program in grade 9 to an elective program in grades 11 and 12.

PARKERSBURG HIGH SCHOOL, PARKERSBURG, WEST VIRGINIA

Evaluation and revision of courses currently offered in both American studies and world culture will provide the focus

for NHF work with teachers at Parkersburg High School. Teachers have requested Faculty in art and music as well as interdisciplinary humanities to help broaden the variety of material offered and increase the teachers' ability to deal with it effectively.

WASHINGTON HIGH SCHOOL, PORTLAND, OREGON

Within the next year Washington High School will be making a major effort to strengthen its curriculum in the humanities with the help of the NHF. The school hopes that as a result of these efforts it will be designated a humanities magnet school and will be able to maintain and extend much of the breadth of its current program.

CHARLES A. LINDBERGH HIGH SCHOOL, RENTON, WASHINGTON

Only a year old, Lindbergh High School offers a superb physical plant to house a wide variety of educational experiences for its students. Aware of this tremendous potential, teachers at the school have sought NHF assistance with regard to specific course development and the larger question of the role that interdisciplinary studies can and should play in the intellectual life of their students. Faculty will be called upon to assist in the continuing development of a four-year core humanities sequence including required courses during the first three years (Culture of the Pacific Northwest, Twentieth Century Civilization, United States History and Civilization) and a senior elective--Civilization.

WATERVILLE SENIOR HIGH SCHOOL, WATERVILLE, MAINE

The creation of a senior-level humanities course and the introduction of teachers to various methods of team teaching often used in such courses will form the basis of the NHF work with teachers at Waterville High. The program to be developed will be thematic in approach and will make substantial use of active learning experiences for the students. To meet the demands of such a course, teachers have asked for help in increasing their expertise in various subject areas as well as help in organizing courses thematically. Possible themes to be employed in the course include "Power in the Twentieth Century," "Radicalism," and "Man and Industrialization."

YAZOO CITY HIGH SCHOOL, YAZOO, MISSISSIPPI

Yazoo City High School has offered an interdisciplinary course in American history and literature for six years. Faculty working at Yazoo High will spend considerable time evaluating this course in hopes of expanding materials offered in the course and introducing additional learning experience and approaches. As a result of the teachers' extended experience with such a program, they have requested also that NHF personnel assist them in implementing similar courses in English history and literature and in world history and literature.

GORTON HIGH SCHOOL, YONKERS, NEW YORK

To help Gorton High meet the increasingly varied needs and expectations of its student body, teachers and administrators have sought NHF help in the design and implementation of an interdisciplinary elective for juniors and seniors and in providing greater emphasis on the concerns of the humanities in English and social studies classes. Faculty and teachers will explore a variety of interdisciplinary approaches for Gorton High students as well as ways in which existing instructional material can be used more effectively.

* * *

Six additional projects for 1973-74 are being selected.

III, B - THEMATIC PROJECT

THE QUESTION OF AUTHORITY

In 1971, the National Humanities Faculty launched a program of three-year thematic investigations into some of those basic concepts fundamental not only to our society, but to the existence of man himself.

The Question of Authority was chosen as the topic for the first three-year project, and from a planning session in June of 1971 came the skeleton: three annual summer workshops with Faculty visits to participating schools during the intervening academic years.

The first workshop was held July 5-29, 1972, at the New England Learning Center in Durham, New Hampshire, where, using a model interdisciplinary approach, twenty-five Faculty from all humanistic disciplines as well as science and medicine worked with over one hundred school representatives. Representing fifteen different states, teachers came from twenty schools and Faculty from sixteen institutions of higher learning. All major types of schools were represented: public, private, and parochial.

During 1972-73, thirty-three Faculty members visited schools in the Authority project to provide on-site help with the development of curriculum and further discussion of ideas and concepts intitiated at the first workshop. In addition, considerable work, formal and informal, was carried out among participating schools. Team members visited and corresponded with other project schools (see pp. 8-9 above).

From Faculty visits, interschool communication, and two formal Planning Committee meetings, guidelines for the second summer workshop were established. These guidelines called for a concentration on questions about the individual and authority, the approach to be made through an intensive discussion series in the morning, various humanities laboratories in the afternoon, and special panel discussions, etc. in the evening.

The workshop which was held at St. Mary's College, Moraga, California, July 8-28, followed these guidelines carefully. The four intensive discussion series focused on Man Alone, Man in Nature, Man in Society, and Man Questioning Authority. The afternoon laboratories ranged from sessions on Thinking and Building to Curriculum Design to Music and an Open Studio art

program. Under Dr. William Bennett, the workshop corrected many of the problems encountered in the previous year and took significant steps toward confirming original hopes and expectations for the Thematic Program.

Thirty Faculty members served during the three-week workshop, fifteen of whom had never previously worked with the NHF. Faculty represented twenty-six different institutions and organizations.

Planning for the third and final year is under way, and there is hope that a considerable amount of solid curriculum material will have been generated at the conclusion of the project as a whole. Additional changes in both Faculty and school participants are also being considered with an eye to further strengthening the program.

Although final evaluation will require some time, an intermediary program of four case studies has been commissioned as a preliminary step and should be available soon. Mrs. Janet Hanley of the Harvard Graduate School of Education will visit and talk with administrators, teachers, students, and parents at New Trier High School West, Irvington High School, Vancouver Public Schools, and Portsmouth High School. As another interim step, an impact questionnaire was mailed to all participant schools shortly after the 1973 Workshop, and a statistical analysis of the results is given in Appendix H.

In other areas related to the Authority program it should be noted that audio and video tapes of the proceedings of both the first and second workshops are now available for viewing at the NHF library and in certain circumstances are loaned to participating schools. Response to the recorded material has been quite good, and plans for Year III call for an even more extensive use of such media.

Concourse, an NHF journal conceived as another method of maintaining the intellectual stimulation of the project, is published two or three times a year in limited editions, available only to Authority participants and coordinators of Individual Projects.

In all, based on the experience of the Question of Authority project, to date the three-year Thematic Project Program continues to hold high promise and, indeed, is in many ways already beginning to make good on that promise. (See Appendix C.)

III, C - NHF WHY SERIES

The NHF Why Series reflects the concern of the NHF for the full range of humanistic questions. Each pamphlet presents a transcribed conversation between two people--one an authority in the study or practice of a particular branch of the humanities, the other a person experienced in the hard realities of today's schools.

Published in 1972-73 were the first five titles in the series. A second group of five is planned for 1973-74. Topics range from language and literacy to music and art, but whatever the subject, they all ask the larger questions, of concern not only to the student but to the teacher, administrator, parent, and layman: What does it mean to be human?

The Why pamphlets are handled by Chandler & Sharp, Publishers, Inc. (Current titles and a description of each may be found in Appendix D as may titles in preparation.)

III, D - NHF WORKING PAPERS

The NHF Working Papers are informal presentations of NHF situations--Faculty experiences in project schools, lectures delivered at workshops, evaluative tests for teachers working in or considering working in the humanities, curricular and bibliographical suggestions--anything that may be useful to humanities people who could not experience the situation directly.

Material for the Working Papers comes from Individual Projects and from the Thematic Project The Question of Authority. The usefulness of the material to other schools, whether NHF-involved or not, decides its inclusion in the series. Nineteen papers are now in print and available from the Concord office of the NHF. (Current papers, with descriptions, are listed in Appendix E.)

III, E - POPULATION AFFECTED

The problem of attempting to identify the total population upon whom the impact of NHF work has been directly felt is difficult. One starts with exact numbers of projects, but very quickly confronts variables which necessitate the use of averages and estimates. And yet, even such calculations are important in illustrating the fact that the NHF does in fact reach a much wider audience than might appear at first glance. The change desired in the teaching of the humanities in the nation's schools may, therefore, be more readily brought about through programs such as the NHF than through crash programs of prepackaged curriculum materials distributed on a national basis, such as were attempted in other subjects during the 1960's.

This projection is based on the following data: 1) the NHF has worked with a total of ninety-six different projects through both its Individual and Thematic Programs; 2) the average size of a core teacher group in an NHF Individual Project is eight and in a Thematic Project fifteen; 3) the average teacher teaches five classes of twenty-five students per class per year; and 4) the impact of NHF work begins with Faculty contact and has, at least, some continuing effect for a period of up to five years (though it would be equally true to assume that the experience, in fact, has a rather profound impact on the teacher as a person for the rest of his life). Using these bases, a fairly simple formula may be derived for determining conservatively the minimum number of students and teachers affected directly each year. By adding the figures thus derived for the past five years, a very rough approximation of the population affected may be obtained. The formulas to be used are as follows: number of projects/year x 8 teachers/core (15 teachers/core for Thematic Projects) = number of teachers affected/year; and, number of teachers/year x 125 students/year = number of students affected/year. That total x 5 years for the earliest projects and the appropriate figure for successive ones equals a conservative estimate of the total number of students affected directly since the NHF began.

Individual Projects

1969	5x8 = 40 teachers	40x125 = 600 stud./yr.	x 5 yrs. =	3,000
1970	12x8 = 96 teachers	96x125 = 12,000 stud./yr.	x 5 yrs. =	60,000
1971	9x8 = 72 teachers	72x125 = 9,000 stud./yr.	x 4 yrs. =	36,000
1972	16x8 = 128 teachers	128x125 = 16,000 stud./yr.	x 3 yrs. =	48,000
1973	20x8 = 160 teachers	160x125 = 20,000 stud./yr.	x 2 yrs. =	40,000
1974	20x8 = 160 teachers	160x125 = 20,000 stud./yr.	x 1 yr. =	20,000
		656 teachers directly affected		207,000 students directly affected

Thematic Projects

1972-74 20x15 teachers = 300 teachers directly affected

300x125 = 37,500 students/year x 3 years = 112,500 students directly affected

Total Teachers Directly Affected = 956

Total Students Directly Affected = 319,500

III, F - EVALUATION

Evaluation of the work of the NHF takes several forms. First, there is the report required of every Faculty member immediately after a school visit. These are important, not only because they often serve as the basis for Working Papers, but more directly because they contribute to the NHF's larger view of how the program works and help the Director and Board Members determine who make the best Faculty members. Further, they serve to inform succeeding project visitors of the school's development and suggest matters to which they may wish to turn their attention.

A second means of evaluation comes through reports from the school participants. As a minimum, these are required at the end of a year when teachers are able to reflect on the meaning of the whole experience to each of them individually. In addition, many of the school coordinators and the teachers supply interim reports, both verbal and written. (See Appendix G.)

Staff members, although not able to visit every project in progress, nevertheless do visit many of them and make reports as a result.

Video and audio tapes are made of many of the Faculty visits. These tapes, another example of the use of media improvements for educational purposes, offer teachers, staff, and Faculty an even more direct view of the NHF in action as well as insight into themselves and individual school situations. To be more specific, video tape replays, as members of the athletic and business world have learned, provide instantaneous evaluation. They permit the individual involved to see himself as he is seen, to see his public strengths and weaknesses so that he can accentuate the former and improve the latter.

Another important evaluation comes each summer at a meeting held to orient school coordinators of new projects. As part of this process, the coordinators of projects just concluded are invited to attend and to help indoctrinate their less experienced colleagues by reporting on their year's experience.

These activities, all important and the basis of past annual evaluations, are carried on apart from the work of an evaluation team headed by Mrs. Janet Hanley of the Harvard Graduate School of Education.

Year before last, Mrs. Hanley and her team were asked to conduct four case studies as part of the evaluation of the Individual Project Program. The substance of that report, a 152-page document, was summarized in the NHF Report 1970-72.

During 1972-73 Mrs. Hanley was commissioned to do a similar study on four schools involved in the Question of Authority project. This work is still in progress but will be made available upon its completion early in 1974.

In the interim, perhaps the best summation of completed evaluation of the Question of Authority project is to be found in the statistical analysis of a recent impact questionnaire (see Appendix H) and in the following sample comments and letters written by participants:

> "I leave with a satisfaction born of a true intellectual experience. . . . At this time, there is a real sense of the urgency in translating these insights and experiences--and questions--into an operational program. . . . "

and

> "My thanks to the NHF for the opportunity to have this wonderful experience. I shall return to my comfortable little section of 'backward civilization' with memories of great ideas and beautiful people, eager to share the experience--plus a lesson plan for Humanities! Most of all, I shall have a greater sense of being a part of a very much alive, pulsating fact of life."

and

> "A stimulating experience which not only raised important possibilities for our high school's program, but led to more than a few personal reevaluations and the beginning of competency with a new tool. I would like to express my appreciation for the concern and interest you lovingly and unfailingly showed to all."

and

> "Having the time to study something that is of personal interest to me has been a tremendous experience. Teachers have to keep studying not only their own field, but they must also keep abreast of many other fields. I was tremendously impressed not only with what the Faculty knew in their own discipline but also with what they knew about other related and nonrelated fields as well. The workshop has got me working and studying again."

IV - FUNDING*

Support for the NHF in the year 1972-73 came from the following sources:

NEH (outright)	$ 500,872
(matching)	20,000
Charles E. Merrill Trust	20,000
	$ 540,872

In its attempt to meet the gift and matching offer contained in the 1972-73 grant from the National Endowment for the Humanities, the NHF solicited twelve foundations. The results were disappointing, although the continued interest and support of the National Endowment for the Humanities and the generous grant from the Merrill Trust have been greatly encouraging and are acknowledged with deep gratitude.

It would seem, after five years of effort to acquire funding from private sources, mainly trusts and foundations, that the NHF must begin to seek other means of support if it is ever to become even partially independent of the National Endowment.

*This section merely summarizes the sources of NHF funding. Full financial reports have been filed with the National Endowment, and copies are available from the NHF upon request.

APPENDIX A

MEMBERS OF THE NATIONAL HUMANITIES FACULTY

BOARD OF TRUSTEES

Wayne Altree, Head of the Social Studies Department, Newton High Schools, Newton, Massachusetts

William Arrowsmith, Professor of Classics, Boston University

Revis D. Blakeney, Superintendent of Schools, Gainesville, Georgia

Germaine Bree, Professor of Humanities, Wake Forest University

Ernest Brooks, Jr., Vice President, National Audubon Society, formerly President, Old Dominion Foundation

Evelyn Copeland, Consultant for English, Fairfield, Connecticut, Public Schools

John I. Goodlad, Dean, Graduate School of Education, University of California, Los Angeles - Vice Chairman

Hanna H. Gray, Dean, College of Arts and Sciences, Northwestern University

R. James Kaufmann, Stiles Professor in Humanities and Comparative Literature, University of Texas at Austin

James Lawson, President, Fisk University

Walter J. Ong, S.J., Professor of English, St. Louis University

Harlan A. Philippi, Dean, School of Education, University of Maine at Gorham

David B. Tyack, Professor of Education and History, Stanford University

Henry R. Winkler, Vice President for Academic Affairs, Rutgers University - Chairman

APPENDIX B

NHF INDIVIDUAL PROJECTS AND

FACULTY WHO SERVED - 1972-1973

Sandia High School, Albuquerque, New Mexico

Harry Berger, Jr., Professor of English, Cowell College, University of California, Santa Cruz
R. Joseph Schork, Dean, University of Cincinnati, Ohio

Anchorage Borough School District, Anchorage, Alaska

Roland Bartel, Head, Department of English, University of Oregon, Eugene
Donald Burgy, Artist/Teacher, Milton Academy, Milton, Massachusetts
Irven DeVore, Professor of Social Relations and Anthropology, Harvard University
Robert Fuller, President, Oberlin College
Rhoads Murphey, Professor of Chinese Studies, University of Michigan

Wheeling Elementary School, Aurora, Colorado*

Paul F. Brandwein, Adjunct Professor, University of Pittsburgh
Phyllis Brunkau, Teacher of English and Social Studies, Newton Public Schools, Newton, Massachusetts
David Hawkins, Mountain View Center for Environmental Education, University of Colorado, Boulder
Peter Phillips, Composer and Faculty Member, New York University
K. Kelly Wise, Phillips Academy, Andover, Massachusetts

Bristol Eastern High School, Bristol, Connecticut

Henry W. Bragdon, History Teacher, Phillips Academy, Exeter, New Hampshire
John G. Cawelti, Chairman, Committee on General Studies in the Humanities, University of Chicago
Michael G. Clarke, Architect, Wallace, McHarg, Roberts & Todd, Philadelphia, Pennsylvania
John Culkin, Director, Center for Understanding Media, Inc., New York City
Frederick Ferré, Professor of Philosophy, Dickinson College
Roland Kimball, Chairman, Department of Education, University of New Hampshire, Durham

Stockbridge Elementary School, Columbus, Ohio

Henry Glassie, Acting Chairman, Folklore Institute, University of Indiana, Bloomington
Alan Jabbour, Head of Archive of Folk Song, Library of Congress, Washington, D. C.
Margaret B. Kreig, Author, Toronto, Canada
Don L. West, Head, Appalachian South Folklife Center, Pipestem, West Virginia
Eliot Wigginton, Teacher of English, The Rabun Gap-Nacoochee School, Rabun Gap, Georgia
Jerry Workman, Save the Children Federation, Berea, Kentucky

Denton High School, Denton, Texas

Roger Abrahams, Director, African and Afro-American Research Institute, University of Texas, Austin
John G. Cawelti, Chairman, Committee on General Studies in the Humanities, University of Chicago
Pete Y. Gunter, Professor of Philosophy, North Texas State University, Denton
Americo Paredes, Center for Mexican-American Studies, University of Texas at Austin
Jacinto Quirarte, Dean, College of Fine Arts, University of Texas, San Antonio
C. Philip Sonnichsen, Music Department, University of California at Los Angeles

Hallsboro High School, Hallsboro, North Carolina

David C. Driskell, Chairman, Department of Art, Fisk University
Willanelle Greene, Language Arts Teacher, Gainesville City Schools, Gainesville, Georgia
Rosemary Kelley, School of Education, Boston University
James Peacock, Professor of Anthropology, University of North Carolina, Chapel Hill
Ruel Tyson, Jr., Professor of Religion, University of North Carolina, Chapel Hill
Eliot Wigginton, Teacher of English, The Rabun Gap-Nacoochee School, Rabun Gap, Georgia

Kailua High School, Kailua, Hawaii

Marvin Bram, Department of History, Hobart & William Smith Colleges, Geneva, New York
James Dator, Head, Program in Futures Research, University of Hawaii, Honolulu
Lawrence Eickstaedt, Department of Biology, The Evergreen State College, Olympia, Washington
Robert Fuller, President, Oberlin College
Daniel W. Y. Kwok, Director, Asian Studies Program, University of Hawaii, Honolulu

Silver Lake Regional High School, Kingston, Massachusetts

Paul Donovan, Chairman, English Department, Hope High School, Providence, Rhode Island
Isidore Silver, John Jay College of Criminal Justice, New York
A. D. Van Nostrand, Chairman, English Department, Brown University

Daniel Wright Junior High School, Lake Forest, Illinois*

John G. Cawelti, Chairman, Committee on General Studies in the Humanities, University of Chicago
Alasdair MacIntyre, Professor of Political Science, Boston University
John Rattè, Professor of History, Amherst College
Leon Sinder, Professor of Anthropology and Sociology, Long Island University
A. D. Van Nostrand, Chairman, English Department, Brown University

Wright Junior High School, Nashville, Tennessee*

Alfred Bright, Director of Black Studies, Youngstown State University, Youngstown, Ohio
Albert Cullum, Professor of Education, Stonehill College
Wallace Douglas, Professor of English, Northwestern University
James Moffett, Creator and Senior Author of INTERACTION, Houghton Mifflin Company
Zora Rashkis, Language Arts Teacher, Culbreth School, Chapel Hill, North Carolina

Walnut Hill School, Natick Massachusetts

Herbert Blau, Inter-Arts Program, Oberlin College
Kathryn Bloom, The JDR 3rd Fund, New York City
Arthur Custer, Director of Arts in Education Project, Rhode Island State Council on the Arts
Gus Jaccacci, Film Study Program, Boston College
Bella Lewitzky, California Institute of the Arts, Valencia
Peter Phillips, Composer and Faculty Member, New York University
Gordon Rogoff, Chairman, Program, in Theatre, State University of New York at Buffalo

Oakland High School, Oakland, California

Harry Berger, Jr., Professor of English, Cowell College, University of California, Santa Cruz
Josiah Bunting, President, Briarcliff College
Peter Chermayeff, Architect, Cambridge Seven Associates, Inc., Cambridge, Massachusetts

Sydney Eisen, Professor of History, York University, Toronto, Canada
Elliot W. Eisner, Professor of Education, Stanford University
Greggory K. Spence, Associate Dean, College of Liberal Arts, Boston University
David Tyack, Professor of Education and History, Stanford University
John Wideman, Professor of English, University of Pennsylvania

Pendleton High School, Pendleton, Oregon

Dell H. Hymes, Center for Urban Ethnography, Philadelphia
Izzac Patrick, Umatilla Tribal Elder, Pendleton, Oregon
Bruce Rigsby, Professor of Anthropology, University of New Mexico
J. Barre Toelken, Professor of English, University of Oregon, Eugene

Arlington Junior High School, Poughkeepsie, New York

Madeline Chi, Director, East Asian Studies Center, Manhattanville College
O. B. Davis, Kent School, Kent, Connecticut
Elliot W. Eisner, Professor of Education, Stanford University
Allan A. Glatthorn, Director of Teacher Preparation, University of Pennsylvania Graduate School of Education
Charles Keil, Professor of American Studies, State University of New York at Buffalo
John Lord, School of Public Communication, Boston University
Fred E. H. Schroeder, Professor of English, University of Minnesota, Duluth
Leon Sinder, Professor of Anthropology and Sociology, Long Island University

Triton Regional School District, Rowley, Massachusetts*

Everett Hafner, Professor of Physics, Hampshire College
Claude Saucy, Kent School, Kent, Connecticut
R. Joseph Schork, Dean, University of Cincinnati, Ohio
A. D. Van Nostrand, Chairman, English Department, Brown University

Scituate High School, Scituate, Massachusetts

Gordon Bensley, Art Instructor, Phillips Academy, Andover
E. Bruce Brooks, Professor of Far Eastern Studies, Harvard
Dennis Kratz, Professor of Classics, Ohio State University
E. Mendelsohn, History of Science Department, Harvard
James Peacock, Professor of Anthropology, University of North Carolina, Chapel Hill

Burton Raffel, Professor of Humanities, York University, Toronto, Canada
Fletcher G. Watson, Professor of Education, Harvard
Dean K. Whitla, Allston Burr Senior Tutor, Harvard

Cardinal Cushing Central High School, South Boston, Massachusetts

Gordon Bensley, Art Instructor, Phillips Academy, Andover
Robert Furey, Social Studies Teacher, Concord-Carlisle Regional High School, Concord, Massachusetts
Rosemary Kelley, School of Education, Boston University
Mary Carroll Smith, Professor of Religion, University of North Carolina
Margaret McD. Taylor, Lecturer to the Schools, Museum of Fine Arts, Boston

Sylvania High School South, Sylvania, Ohio

John Anthony Scott, Professor of Law, Rutgers University
Robert Sklar, Professor of History, University of Michigan
Naomi Towvim, former Master Teacher of Social Studies in Winchester, Massachusetts
Richard Warch, Professor of American Studies, Yale University

Winston-Salem/Forsyth County Schools, Winston-Salem, North Carolina*

Gordon Bensley, Art Instructor, Phillips Academy, Andover
Leigh Gerdine, President, Webster College, St. Louis
Vartan Gregorian, Professor of History, University of Pennsylvania, Philadelphia
Graham Hereford, School of Engineering, University of Virginia, Charlottesville
Kirby Hoke, Humanities Teacher, Mountain Lakes High School, Mountain Lakes, New Jersey
Arnold W. Ravin, Professor of Biology, University of Chicago
R. Joseph Schork, Dean, University of Cincinnati, Ohio
Robert G. Shedd, Professor of Humanities, University of Maryland

SPECIAL PROJECT:

USDESEA Project

Gordon Bensley, Art Instructor, Phillips Academy, Andover
D. Lowry Burgess, Artist, Massachusetts College of Art, Boston
Frederick Ferre, Professor of Philosophy, Dickinson College
Roland Kimball, Chairman, Department of Education, University of New Hampshire, Durham
Peter Phillips, Composer and Faculty Member, New York University

*These projects were started in January 1973 and will run to January 1974; therefore, the roster of Faculty is not complete at this time.

NHF INDIVIDUAL PROJECTS 1973-74

Atlanta Public School System, Atlanta, Georgia

Mt. Diablo Unified School District, Concord, California

Holland Christian High School, Holland, Michigan

Hotevilla/Bacavi Community School, Hotevilla, Arizona

Jamaica High School, Jamaica, New York

Mira Costa High School, Manhattan Beach, California

St. Jude Educational Institute High School, Montgomery, Alabama

New Brunswick Senior High School, New Brunswick, New Jersey

Parkersburg High School, Parkersburg, West Virginia

Washington High School, Portland, Oregon

Charles A. Lindbergh High School, Renton, Washington

Waterville Senior High School, Waterville, Maine

Yazoo City High School, Yazoo City, Mississippi

Gorton High School, Yonkers, New York

Parkway West Senior High School, Ballwin, Missouri

Bellows Falls Union High School, Bellows Falls, Vermont

Potomac Senior High School, Oxon Hill, Maryland

Cathedral High School, Springfield, Massachusetts

Maine School Administrative District No. 3, Unity, Maine

Howard D. Woodson Senior High School, Washington, D.C.

APPENDIX C

PARTICIPATING SCHOOLS

THE QUESTION OF AUTHORITY PROJECT

The Browne & Nichols School, Cambridge, Massachusetts

Henry D. Sheldon High School, Eugene, Oregon

Florence Public Schools, Florence, South Carolina

Franklin-Simpson High School, Franklin, Kentucky

Great Neck Public Schools, Great Neck, New York

Project Try-Angle (Ipswich High School, Hamilton-Wenham Regional High School, and Pingree School), Massachusetts

Irvington High School, Irvington, New York

Timberline High School, Lacey, Washington

Newark High School, Newark, California

St. George's School, Newport, Rhode Island

New Trier West High School, Northfield, Illinois

Ossining High School, Ossining, New York

Portsmouth Senior High School, Portsmouth, New Hampshire

Mother Theodore Guerin High School, River Grove, Illinois

Ward Melville High School, Setauket, New York

Sheboygan Public Schools, Sheboygan, Wisconsin

Crow Creek Reservation High School, Stephan, South Dakota

Vancouver Public Schools, Vancouver, Washington

Vergennes Union High School, Vergennes, Vermont

The Loomis-Chaffee School, Windsor, Connecticut

FACULTY MEMBERS FOR

THE QUESTION OF AUTHORITY PROJECT 1972-1973

Roger Abrahams, Director, African and Afro-American Research Institute, University of Texas, Austin
Arnold Beichman, Professor of Political Science, University of Massachusetts, Boston
William Bennett, Special Assistant to the President, Boston University
Frithjof Bergmann, Professor of Philosophy, University of Michigan, Ann Arbor
Herbert Blau, Inter-Arts Program, Oberlin College
Harry F. Booth, Professor of Religion, Dickinson College
Arthur S. Boughey, School of Biological Sciences, University of California, Irvine
Marvin Bram, Professor of History, Hobart and William Smith Colleges, Geneva, New York
Charles W. Case, Professor of Education, University of Vermont, Burlington
John G. Cawelti, Chairman, Committee on General Studies in the Humanities, University of Chicago
Susan P. Conrad, Coordinator, American Studies Program, Dickinson College
Christopher Cook, Director, Addison Gallery of American Art, Phillips Academy, Andover, Massachusetts
Edwin J. Delattre, Professor of Philosophy, University of Toledo, Ohio
Irven DeVore, Professor of Sociology and Anthropology, Harvard University
Loren Downey, Professor of Education, Boston University
Mario Fantini, Professor of Education, State University of New York, New Paltz
Paul A. Freund, Harvard University Law School
George Grella, Professor of English, University of Rochester
Gerald Hiken, Actor, Palo Alto, California
Theodore J. Jacobs, Center for the Study of Responsive Law, Washington, D. C.
R. Thomas Jaeger, Professor of Architecture, University of Illinois, Chicago Circle
R. James Kaufmann, Stiles Professor in Humanities and Comparative Literature, University of Texas, Austin
Alasdair MacIntyre, Professor of Political Science, Boston University
Samuel McCracken, former Professor of English, Reed College
S. Rudolph Martin, Jr., The Evergreen State College, Olympia, Washington
Robert Northshield, NBC News, New York City
Eleanor Holmes Norton, New York Commission on Human Rights, New York City

Harlan A. Philippi, Professor of Education, University of Maine, Gorham
Peter Phillips, Composer and Faculty Member, New York University
Katherine Plato, formerly at Boston University
Arnold W. Ravin, Professor of Biology, University of Chicago
David Reck, Music Department, Wesleyan University
Roger Shattuck, Writer, Language Teacher, Translator, Lincoln, Vermont
Gary Shaw, Writer, Dallas, Texas
John R. Silber, President, Boston University
Leon Sinder, Professor of Anthropology and Sociology, Long Island University
William E. Slesnick, Professor of Mathematics, Dartmouth College
Greggory K. Spence, Associate Dean, College of Liberal Arts, Boston University
J. Barre Toelken, Professor of English, University of Oregon, Eugene
Naomi Towvim, former Master Teacher of Social Studies in Winchester, Massachusetts
A. D. Van Nostrand, Chairman, English Department, Brown University
Donald L. Weismann, Professor of Comparative Studies, University of Texas, Austin
John Wideman, Professor of English, University of Pennsylvania, Philadelphia
Mary Hunter Wolf, American Shakespeare Theatre, Stratford, Connecticut

APPENDIX D

THE NHF WHY SERIES

Currently available from Chandler & Sharp Publishers, Inc., 5609 Paradise Drive, Corte Madera, California 94925:

WHY TALK? is a conversation about language with Walter J. Ong, Professor of English and Professor of Humanities in Psychiatry at St. Louis University, conducted by Wayne Altree, Newton (Massachusetts) South High School. It cuts across all disciplinary lines and indeed moves in and out of the schools. The creative power of language, in addition to its communicative uses, absorbs Professor Ong.

WHY RE-CREATE? begins with man's age-old need to understand what people of other cultures are saying and moves to specific suggestions about recognizing a good translation. Burton Raffel is a distinguished translator in his own right as well as Professor of Humanities at York University, Toronto. Vincent Cleary, who formerly taught classics in the high school, is now at the University of Massachusetts, Amherst.

WHY PRETEND? analyzes man's formalization of the very human desire to play-act, whether in drama or dance, and the uses to which this desire can be put in the classroom. Professor Errol Hill is chairman of the Department of Drama, Dartmouth College, and Peter Greer, now on the NHF staff, taught at the Ipswich (Massachusetts) High School.

WHY REMEMBER?, a conversation about history with Erich Gruen, Professor of History, University of California, Berkeley, conducted by Roger O'Connor, coordinator of humanities, Contra Costa County, California, discusses man as the remembering animal. If man (or a human society) cannot remember his past, he has no conception of his own identity: he does not know who he is. The conversation includes specific suggestions for effective classroom teaching.

Popular culture is what we live with every day, from childhood to old age. In WHY POP? John Cawelti, Professor of English at the University of Chicago and chairman of the University Committee on General Studies in the Humanities, and Don F. Rogerson, head of the Humanities Department at Baltimore City College (a public high school), discuss the dimensions of popular culture and its stimulating possibilities for classroom use.

* * *

In preparation for publication in 1974 are conversations on anthropology, art, jurisprudence, literacy, and music.

APPENDIX E

NHF WORKING PAPERS

D-100 On September 23, 24, and 25, 1971, a first visit to the NHF Individual Project in Lawrence High School, Lawrence, Kansas, was made by a Faculty team consisting of James L. Enyeart, Assistant Director, The University of Kansas Museum of Art, Paul A. Haack, Associate Professor of Music Education, The University of Kansas, Charles Muscatine, Professor of English, University of California, Berkeley, and John Rattè, Professor of History, Amherst College.

This NHF Working Paper is in two parts: Professor Rattè's most graphic description of the NHF team in action, and a report from the key school personnel, Helen Shumway, Karen Clark, Eleanor Lockhart, and Larry Williams, describing the results of the visit from the school's viewpoint.

D-101 Mrs. Janet Hanley, Program Evaluator, NHF, and Director of Evaluation, Education Development Center, prepared this questionnaire, SUCCESS OR FAILURE IN CURRICULUM DEVELOPMENT: SIX WAYS TO KNOW, for anyone assessing progress and change in subject matter presentation. It can be used during early planning, in midcourse, at the end of the project, or all three.

C-102 John Cawelti wrote this report to the humanities team at Baltimore City College, where Don F. Rogerson and his colleagues were developing an eleventh- and twelfth-grade elective sequence encompassing the English and social studies credits as well as other aspects of the humanities. In March 1971, the date of this report, Baltimore City College was an all-male, predominantly black, inner-city school. But Professor Cawelti's thinking is pertinent to the general humanities program in any location.

Professor Cawelti is Chairman, Committee on General Studies in the Humanities, The University of Chicago, and his special field is popular culture.

B-103 Professor Frithjof Bergmann, Department of Philosophy, The University of Michigan, wrote this report to the NHF project in the Berea Community School, Berea, Kentucky. He presents the case for the New Way, the substitution of "real teaching" for what was really a kind of "indoctrination."

The school was in the process of designing an eleventh-grade humanities course organized around the theme "The Culture of Man," which would be developed from an in-depth understanding of the Appalachian subculture. The project coordinator was William J. Riffe, Supervising Principal.

C-104 Frithjof Bergmann, Department of Philosophy, The University of Michigan, wrote this report to the NHF project in Dunbar High School, Baltimore, which was working on an already existing humanities program.

Dunbar is an all-black inner-city school, but Professor Bergmann's comments on the "relevant" curriculum are valuable in any school situation today. The coordinator of the Dunbar project was Mrs. Jeanne Robinson.

B-105 Dr. Hyman Kavett, Associate Professor of Education, Richmond College, City Unviversity of New York, prepared this paper out of his belief that "there is no one way to develop any course of study, no formulas, no recipes, no cure-alls." Because there is no one answer, he gives guidance to those seeking an answer for their particular school.

The paper was first addressed to the NHF project in the McAllen High School, McAllen, Texas. The coordinators were Mrs. RoNetta Gower, English, and Mrs. Ora Lee Russell, Social Studies.

A-106 Professor David Tyack, Department of Education and History, Stanford University, prepared this set of questions, ASK YOURSELF ABOUT THE HUMANITIES, for the use of individuals or groups who are thinking about making changes in the humanistic offerings of their curricula. The questions are intended for private pondering and public discussion, especially during the early stages of planning.

C-107 John Cawelti wrote this report as a follow-up to his two visits to Baltimore City College. Don F. Rogerson and his humanities team were developing an eleventh- and twelfth-grade elective sequence encompassing the English and social studies credits as well as other aspects of the humanities. In June 1971, the date of this report, BCC was an all-male, predominantly black, inner-city school. Professor Cawelti's suggestions would, however, be just as useful in other situations.

Professor Cawelti is Chairman, Committee on General Studies in the Humanities, The University of Chicago, and his special field is popular culture.

A-108 In the course of visiting a number of American secondary schools and studying their programs in the general area of the humanities, Dr. Arleigh D. Richardson III had the good fortune to discover the work being done in an interdisciplinary humanities course at the Ipswich, Massachusetts, High School. He found it one of the most demonstrably effective and exciting educational programs in existence, where imaginative young teachers were providing magnificently for the needs of a group of students whom we have largely ignored in recent years. This group of nearly lost youngsters were finding some meaning to their existence and discovering positive ways of relating to each other and to the world. At his request, they wrote this account of humanities for the average student.

The teachers were Peter Greer (Social Studies), Joan Johnson (English), Robert J. Keefe (English), John Walker (Art), and Joanne McMahon (Music).

D-109 The core curriculum is by no means a new concept--nor is it a fixed concept. As Harry Berger says, "New knowledge arises, new methods, new instruments, new technologies, above all new perspectives, which are adequate to the extent that they revise the past and sustain what is valuable in it (rather than merely discarding it for the sake of instant innovation or easy revolution)."

Professor Berger, Professor of English, University of California at Santa Cruz, discusses the new core and the education of teachers for its presentation in this report to Ladywood-St. Agnes School, Indianapolis. Sister Maureen Phillips was the coordinator of the team setting up the new freshman curriculum of which he writes.

E-110 William Arrowsmith points out the tremendous importance to humanities teaching of the who and the how in a statement addressed to the Indonesian Humanities Project at the East-West Center, Honolulu, Hawaii.

Professor Arrowsmith is a University Professor at Boston University.

E-111 How to catalyze and focus the collective insights and experience of a team of humanities teachers? Professor John Anthony Scott wrote this report about his visit to Sylvania (Ohio) High School South, and although its intent was to detail a specific program for a single school, its suggestions have a much broader application, especially for

courses centered on American Studies. Mr. Scott calls it "a kind of footnote" to his Teaching for a Change (Bantam paperback, 1972).

Mr. Scott is Professor of Law, Rutgers University, and also teaches at Fieldston School in the Bronx, New York. The coordinator at Sylvania is Mrs. Georgia Baird.

E-112 How might you modify a course which you have already started to teach without modifying its structure? In his work with NHF project schools, A.D. Van Nostrand has found his idea of the portable module a workable solution for a number of situations.

Mr. Van Nostrand is Professor of English at Brown University.

E-1001 "The Logic of Freedom," (Part One) - Frithjof Bergmann.

This presentation was made at the Durham, New Hampshire, Question of Authority Workshop, July 1972.

Mr. Bergmann is in the Department of Philosophy, University of Michigan, Ann Arbor.

E-1003 "Conservatism and Innovation in Science, A Continuing Quest for Authority" - Arnold W. Ravin.

This presentation was made at the Durham, New Hampshire, Question of Authority Workshop, July 1972.

Professor Ravin is Master, Biological Sciences Collegiate Division, The University of Chicago.

E-1004 "What Makes an American an American" - Leon Sinder.

This presentation was made at the Durham, New Hampshire, Question of Authority Workshop, July 1972.

Mr. Sinder is Professor of Anthropology-Sociology, Long Island University.

E-1005 "The Authority of Biosocial Factors" - Leon Sinder.

This presentation was made at the Durham, New Hampshire, Question of Authority Workshop, July 1972.

Mr. Sinder is Professor of Anthropology-Sociology, Long Island University.

E-113 Readings and References in the Humanities: This highly selective collection of readings and references has been drawn up as a guide for humanities teachers, not as a definite list.

The first two parts--Indexes and Periodicals--were prepared by Hugh Pritchard, Reference Librarian at the University of New Hampshire. The indexes are perhaps the more important of the two because they point the way to great quantities of information. The periodicals, selected out of hundreds that might be included, will keep the reader informed on developments in various fields.

The third part--Faculty Suggestions--was accumulated by asking our Faculty members to propose titles, not classics in the humanities, but works of fairly recent date--criticism, history, commentary, anything that gives humanities teachers ideas to mull over.

E-114 How to develop a humanities program for grade nine that will emphasize community studies and so motivate and interest students who tend to reject formal subject matter, traditionally organized? Roland B. Kimball, Professor of Education, University of New Hampshire, proposed an approach for Bristol Eastern High School that could be tried in communities other than Bristol, Connecticut. The coordinator at the high school was Mr. John Whitcomb.

APPENDIX F

Applications and Distribution of Inquiries by Fiscal Year, Sept. 1-Aug. 31

Legend: Cumulative Applications 1969-73/Inquiries Received 1972-73

Total Applications Received 1969-73 = 264
Total Inquiries Received 1972-73 = 1,036
(Total Inquiries Received 1971-72 = 476)

APPENDIX G

EXCERPTS FROM TEACHER AND FACULTY REPORTS

Representative Faculty and teacher comments have been here arranged into groups to support the results of NHF service (see page 3 above). Admittedly, this sorting process excluded negative comments which have been received from time to time. In the majority of these cases the NHF was criticized for being too concerned with content and ideas and too little concerned with the "affective" dimension of learning. Also, the curriculum-design expectations of certain teachers have not always been met by the Faculty.

Without denying the receipt of negative reactions, the NHF believes that it is both important and instructive to present these comments as evidence of its ability to meet the objectives implicit in the NEH's charge to the NHF and explicit in this report.

The Raising of Teacher Morale

"Marvin Bram's impact upon the students and faculty at Kailua High cannot be adequately described. He is a living example of what humanism and humanities are all about; we were deeply moved by his intense warmth and sensitivity. Word about this gentle philosopher spread like wildfire across the length and breadth of our campus and students and adults attended his sessions in droves. Teachers learned a valuable lesson by observing a master teacher in action . . . Marvin proved that students and staff at Kailua High are starved for intellectual stimulation . . . The intellectual stimulation created by the presence of the consultants on the Kailua High campus has left a glow which will not leave us for years to come. Our teachers received valuable lessons in humanism, received much needed curriculum assistance, and saw master teachers in operation."

Team report
Kailua High School

"Dr. Sydney Eisen arrived--charmed us, overwhelmed us with his erudition, and raised our spirits another notch. A wonderful human being. You simply cannot realize what this project has done in simply giving us a breath of fresh air, a touch of Academia, and a will to do things!"

Ronald Miller, Teacher
Oakland High School

"As one of the participants in the workshop, I feel impelled to write you just to express to your group our thanks for funding such an excellent series of workshops. Dr. Bartel was tirelessly helpful to individuals and impressively well prepared in his subject matter. In addition, and most important, he was a special, human man who brought a warmth to his contacts with us that will last as long as will his ideas and practical suggestions."

Barbara Jean Sinclair, Teacher
Anchorage Borough School District

"I love the man. I think his great strength for the NHF lies in his ability to make each person he comes in contact with feel important, useful, etc. . . . He has an uncanny ability to "handle" people which is very important, in my view, if one is to influence a program like ours--he motivates, and I would recommend him without reservation as the first consultant to any such group."

A teacher at Arlington Junior High
speaking of Leon Sinder

"The significant difference between these Faculty members and other consultants that we have used was that these people became our people rather than what so frequently happens when we become the consultants' people.

A teacher at Cassadaga Valley
Central School District

"The faculty attended an evening conference in humanities teaching and curricula for the archdiocese and discovered they were far more informed and knowledgeable than most others. Apparently they are beginning to believe in themselves."

Edwin J. Delattre, University of
Toledo, on his visit to Mother
Theodore Guerin High School

Generating Fresh Perspectives on the Humanities

"It has been a great year and we all feel that we have learned a great deal. The visitors have stirred up a great deal of talk and action and reaction, but we sincerely feel that out of all this turmoil and hassle we will (like the phoenix) come up with a better program and more definite direction. We are leaders in the humanities field in Albuquerque and I have spent time speaking to groups about our program and about the NHF with very positive results."

Susan Ely, Teacher
Sandia High School

"The relationship between classical and popular art forms in several cultures has helped me to read and think comparatively and non-categorically."

Pete Jorgensen, Teacher
Fort Vancouver High School

"Experience reveals fantastic possibilities for an integrated history and humanities program in the American high school, not only for college-bound but also for 'general' students."

John Anthony Scott, Rutgers University, on his visit to Sylvania High School South

"In my opinion there was considerable stimulation and thinking about ways to approach problems and people. A sensitized awareness of background influences was, I believe, increased. And I think a greater determination to understand 'that kid' was effected . . . The week I was in Columbus there were nineteen other workshops held. All teachers to those other workshops were paid for attendance. The Stockbridge teachers came voluntarily on their own time with no remuneration--and they did come."

Don West, Appalachian South Folklife Center, on his visit to Stockbridge Elementary School

"As last year it provided me with an opportunity to think, listen, and debate ideas free of the conflicting demands of home. It was a stimulus for the coming teaching year and administrative duties and gave me a chance to learn what other schools are doing."

Margot Torrey, Teacher
The Loomis-Chaffee School

"I have never attended sessions comparable to this experience. Since 'humanity' is our raw material, we have, indeed, confronted this in meaningful ways. For example - we have had 'exemplars' as NHF Faculty (Delattre, Bergmann, Bennett) to help model our teaching aspirations into concrete realities. The 'content' we have been asked to examine has added an enriched point of view to my personal authority as a teacher. Also the 'content' has affected my attitudes and values in dealing with fellow teachers, students, administrators. Especially valuable to me, too, is the 'feeling' of being a student again. It has awakened or re-awakened the vagueness assignments can have, the thrill of challenge, the accomplishment one feels in the synthesizing process

following the analytical steps - 'putting it all together' is the impact sensation I have experienced. I have also, through considerations of the experiences offered, opened new avenues of thought concerning the relationship between the individual (and his rights/responsibilities) and my role as a teacher. I think I have become more capable of being a 'learning guide'."

Dona Drake, Teacher
Columbia River High School

"I am continually amazed at the responsiveness of teachers to the introduction and organization of new ideas and new fields . . . The spontaneous discussions and comparisons of experiences enriched me as well."

Daniel Kwok, University of Hawaii,
on his visit to Kailua High School

"Last year's humanities course and this year's are built entirely on concepts gained through the project's workshops and visitors. The concepts of freedom, quality structures, and community--the thematic units of our syllabus--were assimilated and adapted for our purposes from NHF workshops, materials, visitors. In addition, many of the concepts, ideas, and the course structure for an interdepartmental course called The American Dream came from George Grella. I teach two electives that draw greatly from materials and ideas gathered at the workshops."

A teacher at Irvington High School

Encouraging Change of Outmoded Practices

"I am convinced that the most effective curriculum change must come from projects such as this one which emphasizes maximum teacher participation."

Paul Donovan, Teacher
Silver Lake Regional High School

"This experience has opened my eyes to the possibility of making real improvements in secondary school teaching, curriculum, etc. But it has also reawakened memories of the weaknesses of American high schools."

Pete Gunter, North Texas State
University, on his visit to Denton
High School

"This visitor did more for getting a program into action than I had hoped possible."

A teacher, Sheboygan Public Schools

"Before coming I was skeptical about my being of any help in planning a high school course. Though I feel the job could have been done in less time, I do feel that I was useful in helping to plan a remarkably well integrated and rich survey course on man. I also feel much warmth toward the two major contacts at the school."

James Peacock, University of North Carolina, on his visit to Scituate High School

"In short, Denton is really profiting from the NHF involvement. It is opening up their eyes to building teaching devices and strategies on the realities of their locale and history--not just their idealizations of them. Our continued blessings on this endeavor."

Roger Abrahams and Americo Paredes, University of Texas, on their visit to Denton High School

"NHF here has acted as a catalyst--helping to make things happen, to overcome the confusion and inertia that stand in the way of educational reform."

John Anthony Scott, Rutgers University, on his visit to Sylvania High School South

"I believe that teams are planning with more confidence, intelligence, and imagination as a consequence of their participation in these workshops. I would suggest a third workshop even if the July in Moraga had been less successful than the July in Durham. Fortunately, Moraga was more successful."

Louis Haga, Teacher
Newark High School

"We are working at a pace which is bringing about change, change which is and was necessary. Van has provided the input through our proposal to orient and bring about awareness of the humanities to our faculty. This, in itself, is a major accomplishment. We are totally pleased and ask for your continued cooperation.

Al Argenziano, Principal
Silver Lake Regional High School

"My substantive knowledge in several areas of the humanities has been expanded, or, as in music, initiated. Specifically, I have learned and reflected on law and public and individual responsibility, the evaluation of man as a cultural and social being, and the condition of man in society.

"As I grew and will continue to grow as an individual I feel that I will expand as a teacher. Just as the workshop provided goals and stimulus for me as a person it has also given ideas and ideals for me as a teacher. The presentations and discussions have stimulated me to reflect on and reevaluate my teaching objectives. MacIntyre and Silber specifically challenged me to reassess my expectations of myself as a teacher and my expectations of my students. This is a continuous process, and I see the workshop as an initiator of constant evaluation rather than an end. The workshop has also influenced my goals in curriculum. I see a definite impact of specific learning of this summer on my American Culture and Behavioral Science classes. Specifically, my expanded knowledge in American law and personal and social responsibilities will be incorporated into the theme of authority and freedom in American society. I need to rethink and reevaluate the content and goals of these classes in line with the ideas I was able to assess this summer. In addition I see direct application to a 'government' class I am initiating this fall."

Patty Tennant, Teacher
Fort Vancouver High School

Effecting Change in NHF Scholars

"I came away totally impressed with the NHF project (program) and with this humanities staff. It is clear to me now that the project is an excellent way to build bridges between university and school. Even though I have been out of high school education for only a year, it was very helpful for me to go back to an exciting school where some good things are happening and to talk with students and teachers. I also gained a great deal from working with this excellent staff."

Allan Glatthorn, University of
Pennsylvania, on his visit to
Arlington Junior High School

"This has been a genuinely heartwarming experience. Beforehand, even though I had been connected with NHF at its inception, I was a bit sceptical of one- or two-shot visits to schools and highly doubtful as to whether I could contribute, save perhaps

for pedagogical details, like suggestions for books, or what I've labeled 'micro-pedagogy.' But seeing what the other NHF members have done to stimulate one team-taught course on Bristol and how various people caught fire and told me they were excited during the second day of my visit--especially about the 'Elizabethan' and "Victorian' units--has revised my opinion. I think we made a genuine impact."

Henry Bragdon, Phillips Academy,
on his visit to Bristol Eastern
High School

"Participation in this program was for me a very rewarding experience, partly because I had a close look for the first time at the problems and unique character (good and bad) of an underfunded urban public school with a very high percentage of black students (as well as Asian and Mexican). . . . One class in particular indicated to me the tremendous potential of this school (or any school in any context) with modest budgets to turn students on, given stimulating teachers and an equally stimulating approach to subject matter and process."

Peter Chermayeff, Cambridge Seven
Associates, on his visit to Oakland
High School

"I came away from Scituate both tired and exhilarated. It has been one of the very rare experiences when one has no doubt whatever of having helped, of having been in the best sense successful. It may sound egocentric--I hope not, but frankly I don't care. It is still too soon for me to have entirely integrated all the effects on me, of this visit, but there have been more than I had anticipated, many more. My first NHF visit, some years ago, has stimulated a book, now in progress (the Guide to Paperback Translations in the Humanities). This visit will produce no book, I think, but instead some slow-boiling internal reflections. Education--I will turn fatuous, I'm afraid, but I want to say these things--is a perpetually evolving process. The teacher too must be educated, if he is to educate. This visit has helped educate me.

"And how satisfying, once again, and finally, to have been the right man in the right place at the right time. It may have been part accident, but how nice to come away with the feeling of having done almost exactly what was needed, and done it in almost

totally acceptable form. It may never happen to me again (it has never happened before, frankly), but how nice that it happened at all."

Burton Raffel, York University,
on his visit to Scituate High School

"It made me come away being much more hopeful about educators as a whole. I am sure it will have an impact on my own teaching. I know it had an impact on my feeling of personal worth."

Phyllis Brunkau, Newton Public
Schools, on her visit to Wheeling
Elementary School

"I had not envisioned the degree of excitement the experience would engender. I recommend it to anyone who has doubts about the future. I undertook this assignment expecting an interesting three days of technical talk and rather elementary discussion of film and television. When I left I had not only learned something about both--I had been given an insight into a course of work as valuable as any I can envisage, and as rewarding."

John Lord, Boston University, on
his visit to Arlington Junior
High School

"Perhaps the only means of correcting the thoughtlessness that is heaped upon student and teacher alike in high school situations is to begin invading the wellspring: the teacher education courses and departments in our universities, especially the PhD education programs."

James Enyeart, University of Kansas,
on his visit to Lawrence High School

"When an NHF visit goes fairly well it is a totally exhausting and fulfilling experience. One ends up with enormous respect for those teachers who have been able to cope with the incredible demands on time and energy made by high school teaching and still retain some intellectual curiosity and vitality as well as a deep concern and affection for students. In almost every school I have visited I have met at least one or two such people and they revitalize one's faith in education as a great human enterprise. I guess the most frustrating aspect of the experience is that you never feel you've been able to give as much as you get, but perhaps that is the best aspect of the NHF approach: we are learning to visit the schools not as distant experts but as fellow teachers and I hope that my awareness of how much I am learning

enables me to teach a little, too. Personally, I am enormously grateful to the many superb high school teachers which the NHF has enabled me to know, and to the NHF for making this new kind of experience possible for me."

John Cawelti, University of Chicago,
on his visit to Denton High School

Establishing Communication between Schools

The following is an excerpt from a recent Wavelength article citing methods employed by Question of Authority Project schools for initiating both inter- and intra-school communication and cooperation. Though now related in a secondary source manner, all the information was intitially communicated through reports of various kinds prepared by the schools.

"A coordinator presented the Question of Authority program at the National Association of Independent Schools. Nonproject schools have been invited to send teachers and administrators to several Faculty meetings held during school visits. The University of Oregon 1973 Vacation School was convinced by an NHF school participant to center one half of its program on an examination of the authority theme. Materials (e.g., Working Papers, tapes, notes, curricula) and ideas have been shared with other schools in some projects' school systems through district in-service meetings and personal contacts. Three schools in different but nearby locales have prepared a course, jointly staffed, for students from each of the three schools. Slide-tape shows have been presented to the humanities teachers in various districts by NHF schools while still others have established liaison with interested and nearby colleges. Several schools jointly hosted area conferences as one way of getting non-NHF schools to come and 'see.' Several schools have formed consortia for tasks beyond the authority theme. Two teachers, inspired by their work with the NHF, became leading members of a large city's inter-disciplinary curriculum committee, while many others have written teaching friends about the NHF. As a result of the Question of Authority Project one school system dedicated its in-service year to the topic, and, encouraged by their workshop experience, several schools have formed working relationships with museums and other agencies and people in the community to increase the scope of material offered to students."

Establishing Communication among Teachers and School Community

"Visits . . . have accelerated the creation of a genuine team, of genuine collective thinking, on the part of the history-humanities group. This is the secret of the effective work that these people are doing--a rare thing among members of the same department in the academic world, let alone among people who come together from diverse disciplines. Stay with it. Encourage the organization of summer workshops, and participate in them. Keep sending people back at regular intervals. Later on, when this experiment is more established, make sure that it gets written up."

John Anthony Scott, Rutgers University,
on his visit to Sylvania High School South

"It has legitimated the purposes and the thinking of the superintendent, the principal, and the most innovative of the teachers, not only in the eyes of the School Baord and the local community, but to some degree to the teachers themselves. It makes them feel part of a wider educational and--which is more important--intellectual community."

Alasdair MacIntyre, Boston University,
on his visit to Daniel Wright Junior High School

"The faculty, as a whole, has responded with interest to our program. I don't doubt that there may be a few who are indifferent, but even those few have been willing to cooperate when asked for help. There is a growing awareness among both faculty and students of Indian culture. This can be detected merely by observing the number of books on Indian subjects being carried around this school. And faculty room conversation centers more frequently on 'The Indian Problem.' In just this we have begun to accomplish our goal. Indians are no longer an invisible group at Pendleton High School. Understanding of that group will, I am sure, follow."

Ken Crysler, Teacher
Pendleton High School

"Following the initial story in our newspapers, we had calls from all over town asking if other humanities teachers in other schools might come to our sessions . . . One spin-off of Harry's visit

is a meeting every week of teachers who want to talk about new courses they are thinking about for next year. Since our curriculum is designed totally by faculty, the stimulation to constantly revise and improve is great! From these meetings the humanities courses for next year should begin to evolve--they have begun to already; everyone is very enthusiastic about this opportunity to talk shop constructively."

Susan Ely, Teacher
Sandia High School

"A greater effort was made to develop close relationship with Irv Jolliver in a cooperatively taught humanities/world history class. Two units especially centered around the theme of authority: classical thought and contemporary society. We used especially Antigone and the Crito because of the summer experience."

Don Carlson, Teacher
Hudson's Bay High School

"The NHF has had a demonstrable effect in breaking down the prior barriers between history and language teachers in the American Studies program. It has, as far as I can tell, stimulated teacher growth and interest in the humanities."

Richard Warch, Yale University, on
his visit to Sylvania High School South

APPENDIX H

STATISTICAL ANALYSIS OF QUESTION OF AUTHORITY

IMPACT QUESTIONNAIRE

This analysis highlights specific results of an Impact Questionnaire sent in September 1973 to each of the 28 schools in the Question of Authority Thematic Project. Although statistics do not always enjoy a sound reputation, the NHF is convinced that much thought and research went into the preparation of each school's questionnaire.

It should be pointed out that each of the 28 schools began at different levels of curricular possibilities, teacher ability, and administrative-community support. After two years, these same schools have maintained much of this uniqueness. Also, it should be noted that Project Try-Angle (a consortium of three schools) began its participation in the project during the second year.

Though the "teachers directly involved" figure represents several of the same teachers over a two-and-a-half year period, the NHF is pleased with the number of teachers "indirectly involved" (1,661). Many initially suspicious or skeptical teachers have been both intrigued and influenced by the results of the thematic project. Teachers who are directly involved have by enthusiasm and example provided a substantial "ripple effect." Also, the same teacher figures represent many diverse subject areas, which reflect total school involvement. The participation of administrators further supports the notion that, once the NHF has ended its formal commitment to a school, the impact will continue, in terms of teacher and student involvement.

School*	Description of Area	School Type	Grade Levels Involved	Profile of Student Body
Browne & Nichols	Suburban	Independent	7-12	middle class; all ethnic groups
Henry D. Sheldon H. S.	Suburban	Public	10-12	over 95% white; middle and lower class
Florence, South Carolina:				
Moore Junior High	Suburban	Public	7-8	65% white, 35% black; welfare to affluent
Poynor Junior High	Urban	Public	7-8	50% white, 50% black; 200 below poverty
Simpson County Bd. of Ed.	County-City	Public	9-12	middle-low income; 85% white, 15% black
North Senior High School	Suburban	Public	10-12	largely white; middle class
Project Try-Angle	Suburban-Rural	Public (2)/ Independent (1)	9-12	broad, middle class; large segment of Greek and Polish
Irvington High School	Suburban	Public	7-12	white, middle class, blue collar, commuters
Timberline High School	Suburban	Public	9-12	white, middle class; some Indian, some black
Newark High School	Suburban	Public	9-12	mid-lower middle class
St. George's School	Suburban-Rural	Independent	9-12	27% girls; boarding 83%
New Trier H. S. West	Suburban	Public	9-12	upper middle class
Ossining High School	Suburban	Public	9-12	70% white; middle and upper classes
Portsmouth Senior H. S.	Suburban	Public	9-12	Irish, military (Air Force, Navy)
Mother Theodore Guerin	Suburban	Parochial-Independent	9-12	middle class
Ward Melville H. S.	Suburban	Public	10-12	white; upper middle class
Sheboygan, Wisconsin (4 schools)	Urban	Public	10-12	middle class; white and Spanish
Crow Creek Res. School	Rural	Independent	7-12	99% Indian (disadvantaged)
Vancouver, Washington (3 schools)	Suburban	Public	10-12	white; lower middle class
Vergennes Union H. S.	Rural farming	Public	9-12	white; French, Canadian, Dutch
Loomis-Chaffee School	Urban	Independent	9-12	majority are middle, upper middle income

*For locations of schools, see Appendix C

School	Total No. of Teachers in Project School	Total No. of Teachers in School System	Teachers Directly Involved in NHF (1971-73)	Teachers Indirectly Involved in NHF (1971-73)	Administrators* Involved in NHF (1971-73)
Browne & Nichols	60	60	22	80	2
Henry D. Sheldon H. S.	69	1,200	20	96	9
Florence, South Carolina:					
Moore Junior High	34	625	11	64	52
Poynor Junior High	32	625	21	34	18
Simpson County Bd. of Ed.	50	169	6	20	11
North Senior High School	106	714	15	276	81
Project Try-Angle	144	389	19	52	24
Irvington High School	60	125	8	8	10
Timberline High School	50	380	18	50	18
Newark High School	76	350	13	45	29
St. George's School	41	41	11	26	15
New Trier H. S. West	188	455	16	265	23
Ossining High School	90	300	14	4	9
Portsmouth Senior H. S.	130	780	14	188	75
Mother Theodore Guerin	85	85	15	47	25
Ward Melville H. S.	130	600	30	38	NR
Sheboygan, Wisconsin (4 schools)	259	530	22	42	52
Crow Creek Res. School	14	16	13	36	19
Vancouver, Washington (3 school)	188	825	24	85	NR
Vergennes Union H. S.	37	96	19	75	13
Loomis-Chaffee School	109	109	14	130	NR
TOTALS	1,952	8,474	345	1,661	485

*includes team leaders, department chairmen, principals, supervisors

NR = Not Reported

Subject Areas Involved/Teaching Assignments:

- Subject Areas most involved in the theme The Question of Authority (mentioned six times or more)

History
English
Science
Art
Math
Social Studies
Music

- Subject areas often involved (mentioned two to five times)

French
Library Science
Humanities
Drama
Industrial Arts
Home Economics
Language Arts
Biology
Physical Education
Language
Sociology
Religion

- Subject areas sometimes involved (mentioned once)

Physics
Russian
Business
Art-Woodshop
Philosophy and Religion
Fine Arts
Psychology
Anthropology
Speech and Drama
Communications
Indian Studies
German
Philosophy
Latin
Special Education
Modern Language
Literature
Law
Classics
U. S. History
Speech and Fine Arts

APPENDIX I

STAFF PERSONNEL

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